Musket

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Photography instructor Jack Zichettella and artist Gary Canha pose by Canha's life-sized mural of Beatles star John Lennon. The mural was dedicated on December 7, the day before the tenth anniversary of Lennon's assassination. Photo by J. Zichettella

Debate Rages Over Personnel Cuts, Schedule Changes

by Dena Weinstein
and Stefan Schick

Possble teacher cuts and schedule changes have become major issues in the ongoing struggle to balance the 1991-1992 school budget. Lexington High School is expected to absorb 9.4 teacher cuts for the upcoming year.

These imminent cuts have prompted staff, administrators and the Lexington School Committee to examine alternate proposals that would preserve the terms of the teacher contract and the quality of education offered.

Potential cuts

If the current plan is accepted by the School Committee, the biggest cuts will come in the English department, where 2.4 teachers will be lost and teacher load will increase from the current maximum of 100 to 125 students. The foreign language, history, and science departments will each lose between .5 and 1.5 teachers.

Three full time equivalent (FTE) elective-course teachers will also be cut, as well as two special education teachers and a part-time reading teacher. In addition to classroom teacher cuts, LHS will lose the Macintosh Laboratory aide and one librarian.

When asked about the possible increase in English teachers' loads, Principal David A. Wilson replied, "It clearly will impact the amount of time a teacher has...Under this proposal, [teachers] would teach more class hours during the day, which would reduce time to work on writing...Adding twenty-five more students would also increase the amount of correcting."

Lexington Education Association (LEA) President Philip Crosby commented that "I think the cuts are going to cut into the quality [of education]. I think that we're at minimum staffing right now at 84 teachers for a little over 1300 students."

Schedule Changes

To facilitate these cuts, a new high school schedule has been proposed for next year by Wilson and Associate Principal for Curriculum Paul N. Brown.

In the schedule, the school day would start at 7:25, lengthening the day by thirty minutes and creating a schedule with thirty-six periods per week instead of the present thirty-two; major classes would meet five times a week instead of four.

Explaining the decision to start school earlier rather that run later in the afternoon, Wilson said, "You have a conflict with other school schedules in the afternoon, you have obligations in terms of other school activities with sports events and so on. In addition, I'd say a fair number of the buses now arrive between 7:15 and 7:30."

The plan would facilitate teacher cuts, which would save much-needed money, but would increase both teaching hours and loads.

At a January 22 School Committee meeting, Wilson noted, "We still have a problem in the sense...that with five majors, gym and Life Skills, there will not be enough time for two electives...Taking debate and orchestra would not be possible."

In terms of elective-course offerings for next year, Wilson stated, "There are some courses we are simply not going to offer...We've tried to be very diligent in eliminating courses that have a history of not being fully subscribed to. We're in the process of doing that with the coordinators and program directors."

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> "It diminishes the worth of the contract by constantly saying we're going to change this or that. It destroys the whole purpose [of] negotiating a three-year contract."
>
> —LEA President Philip Crosby

Marriott Food Service Contract Renewed

Schools to absorb losses above operating costs

by Anjan Mukherjee

On January 11, 1991, the Marriott Corporation signed a contract with the Lexington Public Schools that will extend its food services into the remainder of the 1990-1991 school year.

The contract will make the school system liable for large financial losses instead of Marriott. Because the parties failed to achieve a contract at the beginning of this school year, the newly signed contract marked the culmination of recent negotiations between the school system and the Marriott Corporation.

Marriott has been providing food service since the beginning of the year without formal contract. Last year was Marriott's first with the school system.

Steven Cooney, Marriott's food service director for the Lexington schools, indicated that the main difference between last year's contract and this year's is "the previous contract held the Marriott corporation responsible for all financial operational losses, and [the new contract] limits Marriott's losses to its fee for operation." The contract states, "If Food Service Operations result in a deficit in any year...Marriott shall reimburse [the Lexington Public Schools] for the loss in an amount not to exceed Marriott's annual management fee." Cooney said, specifically, "Lexington schools will have to pay for any losses that exceed $36,000, which is Marriott's fee for operation."

Marriott Food Service Director Steven Cooney. *Musket* File Photo

Cooney continued, "Besides that major difference from last year's contract, there will be no major changes in lunch service at the school. The contract calls for the D-House cafeteria to close, but that change was instituted at the beginning of this school year." In addition, lunch prices will continue at $1.50 for the elementary schools and $1.75 for the middle and high schools. Milk will cost 35 cents.

Frank DiGiammarino, the school system's director for planning, said that the main reason for the change in the contract was that "Marriott lost a large sum of money last year. To avoid a similar situation in the future, they asked the Lexington schools to help share the losses." Cooney noted, "Marriott lost $70,000 last year. It cannot continue with that burden....The new agreement was necessary to minimize the losses for Marriott. We'll work for free, but we can't afford to subsidize the food program. The policy [of the school system] for absorbing

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Paper Recycling Put on Hold

by Jeremy Giller
and Young-Ho Yoon

Office Paper, Inc., the white-paper recyling contractor for the Lexington School System, has stopped collecting at all school sites. Negotiations are underway with CRINC, Inc. of North Billerica to restart the recycling collections as soon as possible, according to systemwide Supervisor for Building and Grounds John Moynihan.

The previous contractor said the Lexington contract was "costing him too much money" and "too much trouble" for him to continue with it, said Moynihan. Moynihan noted that the contractor was within his rights to pull out because there was no binding, written contract. In the future, all contracts will be signed.

Moynihan said that a lure in the new contract will be to consolidate the collection sites to three: LHS and the two middle schools.

In mid-January, Moynihan said that it had been "one month" since white paper had last been picked up by the contractor. He also commented that all white paper from the High School's yellow bins was being kept in storage until a new contract was put into place.

However, LHS custodian Laraine Gralla said that she and other custodians have been throwing the white paper out since "the middle of September," and that nothing is being stored. LHS Head Custodian Ray Massey said, "There's some stuff we put in the [storage] shed," but that most of the contents of the yellow bins are too contaminated to be stored.

Moynihan said that the contract had been unfulfilled for about "two months."

Inside

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•**Anita Riley Mourned:** LABB founder Riley is remembered as an unusually gifted woman by her colleagues. Page 10.

Grads Hold Gulf Vigil

by Tara Mathur

Despite the winter chill, an estimated two hundred gathered Friday, January 11 on the Lexington Green for a candlelight vigil for peace in the Persian Gulf.

The vigil was organized by a newly formed peace group in Lexington. Four LHS graduates, Kristina Egan, Daryl Wiesen, Julie Lazarus, and Jason Yanowitz, returned home from school in December to find an absence of activity in Lexington surrounding the Persian Gulf conflict. Having worked on the issue at their respective universities, they united and, inviting all members of the community, formed the Lexington Coalition for Peace in the Persian Gulf.

To spark the mood for the evening, Lexington High School graduate Jason Newcomb and his mother Leila sang, "Where have all the flowers gone?" as vigilers assembled.

Subsequent speakers included anthropologist Dr. Martin Diskin and Reverend Polly Guild of Follen Church. Other speakers included Michael and Kate Walsh, ages 6 and 8 respectively. After Michael reflected on the anti-war attitudes expressed to him by his "turtle" friends, his sister Kate read aloud a letter that she had written to President Bush, questioning his actions on the Middle East crisis.

> "[The vigil] showed that there is opposition to the war, that people in the community don't want to have a war. It gave people hope."
>
> —Junior Robert Egan

A large number of LHS students offered their support at the vigil and a branch of the Lexington Coalition has recently been established at the high school.

Junior Robert Egan, who helped inform the student body of the vigil, was encouraged by the turnout. "[The vigil] showed that there is opposition to the war, that people in the community don't want to have a war. It gave people hope."

Kristina Egan was optimistic about high school activity. "I want high school students to feel the same empowerment that I have working on an issue and understanding that the individual can make a difference."

Although students at LHS hold many different opinions on the Gulf crisis, most agree that the prospect of war evokes general fear. The possibility of war is an issue of special concern to the high school, where, in the event of war, students may be drafted into military service.

Both the Lexington Coalition and the High School Coalition for Peace took a non-specific stand on the multitude of issues concerning the Persian Gulf crisis, allowing opinions to differ while still standing united on their desire for peace.

To close the vigil, the crowd sang peace songs and spread out to form a circle of light around the flagpole. With two hundred candles glowing, "Kumbaya" echoed across the Green.

Editor's Note: The above article was written before the outbreak of war in the Persian Gulf. *See page 9 for student reactions to the war.*

Under the new Marriott contract, the school system will be responsible for large food service losses. *Musket* File Photo

Food Contract

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the losses after the $36,000 is an advantage for both Marriott and the schools. It provides us with an incentive to minimize losses and create a greater profit, while the schools can cooperate with Marriott to improve food service for the future."

DiGiammarino added, "If Marriott does not make an effort to reduce the food service deficit, then we would not renew their contract, and we would get a new vendor for next year."

Cooney cited several potential ways to minimize losses for both Marriott and the schools. He commented, "Offering customers what they want, getting the best price on products we buy, and most importantly, better attracting the customers to us, will create a more profitable situation."

Although the new agreement seems to be a financial burden for the school system, it actually is not, Cooney explained. He noted that the year before Marriott was hired to provide its services, the school lost "in excess of $82,000, and losses can be shared with Marriott now." Cooney did acknowledge, however, that food service was in grave danger of losing more than the $36,000 limit during the current school year.

DiGiammarino explained that the schools could not sign a contract with vendors other than Marriott for food service this year. He said, "Since the contract still was not signed late into the school year, an emergency situation was declared. In fact, since there was no contract, no bills were being paid [to Marriott]. The emergency situation forced us to focus on signing an agreement with the Marriott Corporation."

Cooney added that Marriott, "back in the summer of 1989, signed an agreement with the Lexington Public Schools for five one-year contracts." He noted that although the Marriott contracts must be renewed each year, the school is required by law to put its food service proposal out to bid for other vendors to compete should the five-year contract be broken. DiGiammarino said, "[The Lexington food service proposal] will go up for bid at the end of this year."

According to Cooney, although the contract has been signed by both Superintendent of Schools Philip E. Geiger and the Marriott Corporation, the contract must be reviewed and approved by the Massachusetts State Auditor General before it can officially take effect.

Cooney said he is "delighted" at the signing of the new contract. He said, "I'm glad that we finally have reached an agreement and have signed a deal. The new contract encourages both the Lexington Public Schools and the Marriott Corporation to work together as a team and limit the financial liability for both parties."

Proposed Cuts Debated

Continued from page 1

Superintendent of Schools Philip E. Geiger commented at the January 22 School Committee meeting that taking two electives might be discouraged in the future because taking a full schedule "increases student stress."

A different scheduling possibility is the adoption of a six- or seven-day cycle. In a six-day cycle, for example, the daily schedule for Monday would on Tuesday of the next week.

When asked about this possibility, Wilson replied, "If we go to a six-day or seven-day cycle, we take gigantic amounts of class time away. It looks good on a daily basis, but when you add up the time at the end of the year, you lose 1000 to 1500 minutes from [classes]."

Contractual Issues

An extended school day might also pose faculty contractual difficulties. Crosby stated, "[An extended school day] would affect working conditions, and there would have to be a request of and acceptance of that request by the LEA negotiators."

Wilson added, "We would have to have the cooperation of the teachers...to flex hours, with some teaching 7:30 to 1:30, and others would go from 8:00 to 2:30. If we mandate a seven-hour day [for teachers], the contract would have to be renegotiated."

Teacher cuts and increased hours could present multiple contract problems. According to Crosby, there are currently 84 teachers at LHS, and cuts would lower that number to 74.6. "The contract calls for 83 classroom teachers to be retained at the high school," Crosby said. "So I would expect 83 teachers to be here next year...If there are cuts being discussed, it would force a change in the contract."

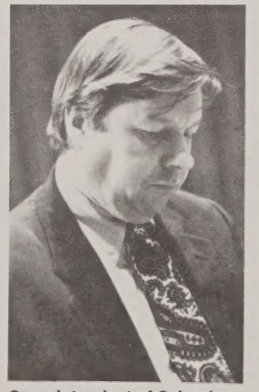
Crosby added, "The School Committee and the superintendent have very clearly stated that they understand that there are limits in the contract that will have to be renegotiated if, in fact, they want changes with it."

However, Crosby does believe that the budget can be balanced without violating the contract. "If the architects of the budget decide to cut in places that are not restricted by the contract, there won't be any contract violations."

Crosby summed up his misgivings about the present situation by saying, "I think it's extremely dangerous to have groups that you have a contract with, immediately, at every turn, suggest that they renegotiate. In effect, the three-year contract, which is something negotiated *in toto*, means nothing. It was negotiated with certain expectations and promises, and there were things done in the contract that represented the consideration that this would be a firm agreement for three years. So it diminishes the worth of the contract by constantly saying we're going to change this or that. It destroys the whole purpose of sitting down and negotiating a three-year contract."

Alternate Proposals

The LEA, the LHS Site-Based Council, and School Committee members have all suggested ways to minimize personnel cuts. Among the Site-Based Council's recommendations include reducing substitute teachers, eliminating or reducing coordinator positions by having coordinators teach two classes, eliminating the coordinator Experience-Based Education, reducing professional development and travel budgets, establishing user fees, and offering retirement incentives.



Superintendent of Schools Philip E. Geiger favors the proposed schedule. Photo by Ken Niu

At a January 15 meeting, the School Committee discussed freezing the maintenance budget and eliminating the security officer at the High School.

Additional recommendations by the LEA included reducing funds for FICA (social security) and using contingency funds.

The Site-Based Council also suggested reducing the salary increases for staff and administrators by one percent. Crosby emphasized, "The touchiest issue is the salary issue. If the request is that they want to negotiate a change in [the 5.75% salary increase for 1991-1992], it would constitute a change in the contract. It would have to be negotiated...but it's not something that's been formally proposed, and when it is, we'll deal with it. Teachers feel the same economic pinch that everybody else is feeling. It would be a hardship on the teachers. The question is whether teachers want to sustain that kind of hardship to maintain other staff."

Crosby remained skeptical about most of the present proposals. "There are serious flaws in all of the proposals — educational flaws as well as structural flaws in terms of whether opportunities for students will be maintained."

News Briefs

S.C. Approves Religion Policy

The Lexington School Committee recently approved a policy regarding religious observance in the Lexington Public Schools. The policy was drawn up by a committee consisting of ten members of the Lexington community, including both teachers and clergy of different religions. The policy states that the task of the schools is "to educate about religion, not in religion."

The policy further states that religion may be included in any curriculum, provided that it is presented objectively as part of a secular program.

According to the policy, parents will have the right to excuse their children from school attendance for purposes of religious observance. Students will not be penalized for such absences.

A calendar listing major religious holidays will be issued to the faculty at the beginning of each year to help them plan their classes. Tests, major reviews, and "other unique and repeateable educational events," according to the policy, should not be scheduled for such holidays.

The committee also drew guidelines regarding religion with respect to music, art, literature, and drama. In these programs, religion may be used or performed for the artistic merit of the program but not for any religious significance.

Religous objects or symbols, the committee agreed, may be displayed as part of a curriculum unit, as long as they do not promote any religious views. The policy also prohibits any person from recruiting for a religious organization on school property or at school-sponsored events.

To demonstrate an intent to be sensitive toward feelings and needs of students, the School Committee recommended that the policy be included at the orientation of all staff and that workshops be incorporated into the professional development curriculum.

Librarian Will Not Be Replaced

Due to a cutback in funds, the Lexington High School Library will be unable to hire a librarian to take the place of Mary Eckert, who retired from Lexington last year. Kenneth Skinner is the only remaining librarian.

Martha Stanton, the coordinator of library and media services for Lexington Public Schools, expected that the cut would affect overall library service. The high school student library is currently working to integrate new technologies available to the library, such as the Online Magazine Reference and the Online Encyclopedia, into the school curriculum. According to Stanton, reductions in library staff will make it more difficult for students and teachers to use the new equipment.

Although one librarian position will be cut, there will be no drastic change in library services, according to Stanton. Funds for aides and book purchasing will remain intact. The high school library still plans to purchase new equipment, including an Online Catalog much like the one at Cary Memorial Library.

First Annual Asian Night Held

Recently, the Chinese Club sponsored the first annual Asian Night. A Far East Cultural Exhibit and costume display educated the large crowd present about the Asian culture while the Puppet Show and arts and crafts entertained them. At one end of J-House Cafeteria, the Chinese Club also sold several types of food from India, Korea, China and Japan. There was an on-going karate sparring demonstration, and the entertainment also consisted of Indian and Chinese dancing. Chinese singing and instrumental music rounded out the program. President Angela Yin, noted, "I'm surprised so many people are here." Asian Night, she hopes, will become a successful annual event.

News briefs written by Tissa Abedinejad, Susan Catterall, and Will Eisner.

LHS Grads Reflect On High School

by Courtney Duff

As we sit in our daily classes, we seldom realize what an impact these classes will have on us later in life, and the vast majority wonder where we will ever be expected to remember the monumental accumulation of knowledge that we gain in high school. Although what we learn may not help us in our future careers, it is true that just about everyone will be expected to apply what they learned to college.

We may not realize this fact because Lexington High School graduates, though not forgotten, are generally not discussed in our school environment. Seldom do we speak of their discoveries at college, or the problems they encounter there.

"When I compare LHS to my school now, it is easy for me to see a lot of differences. I think one of the biggest differences is how easy it was to accept others at high school. LHS is definitely more interracial."

—LHS Graduate Ann Chen

However, these revelations may actually assist us in our searches for colleges, and in our studies while in high school. Last year's senior class vowed, "High school gave us new opportunities to learn both academically and socially." But, compared to life and studies at college, what does that actually mean?

According to Ann Chen, now a freshman at Massachusetts Institute of Technology (MIT), "When I compare LHS to my school now, it is easy for me to see a lot of differences. I think one of the biggest differences is how easy it was to accept others at high school. LHS is definitely more interracial."

Chen continued, "LHS was really intermixed. It wasn't uncommon to be dating someone of a different race. At college, it seems as though people expect people who date to be of the same race, but at LHS, no one cared or even thought twice about it."

Although Reena Sastri, currently a freshman at Amherst College, noted, "I appreciate Lexington much more now than while I was attending the High School," she also thinks that LHS didn't prepare her to write English thesis papers. She stated, "I feel really prepared for college compared to what others have said, but I felt really unprepared to write papers at school."

Sastri isn't the only one who has this opinion. Anne Yedvabny, a freshman at Skidmore College in New York state, recalled, "At Skidmore, we don't have tests, we just have to write papers. Writing papers was one of the things we never learned in high school."

Yedvabny confessed, "At first, I had no idea about how to write a thesis. It took me a while to learn, so I felt disadvantaged compared to other kids at school in this respect."

Chen also agreed and explained, "I wasn't prepared for writing long-term papers in an English class. I never had to write a ten-page thesis statement in an English class before, and at college it was difficult for me to adjust to it at first."

She elaborated, "In [high school] classes, we learned how to write papers, but we never actually had to do it. This made writing [papers] at college more difficult than it had to be."

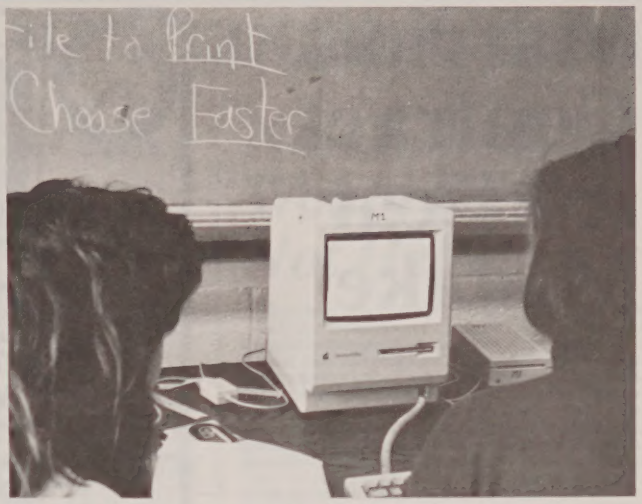
Besides this agreement in what LHS didn't prepare them for, some agreed with alumna Malka Binder, now a freshman at Yale University. "[College life] is a lot different than I expected. The courses are hard, but I think LHS prepared me well." Graduates felt more comfortable in languages, sciences, and mathematics.

Yedvabny also agreed, "I do think that LHS has helped me in college. I don't seem to be putting as much effort into my work as other people, but I still feel as though I am doing better than a lot of people."

Chen explained, reflecting on her own her experiences, "Being a student at MIT, I knew that I would be competing with students that were at the top of their classes. But, once I got to college, I realized that I already knew more than most of the kids from other schools."

Binder added, "Actually, I was kind of surprised because at Yale, they use the same biology and chemistry books that we used in our honors courses. When I found this out, it really impressed me."

Chen summed up the greatest things she learned from Lexington High School were, "People are just people, and we don't have to stereotype." For those of us who are worried where our high school days are leading us, Chen reassured, "I always knew that LHS was a good school, but now I realize how good a school it really is. LHS prepared me really well for college."



Two students work in the G-House Macintosh Laboratory. The Mac Lab is often used as a word-processing center by English classes. Photo by Kan Niu

Computer Use On the Rise in Schools

by Bernadine Tsung

Within the past decade, the availability and convenience of personal computers have made them important tools in schools across the country. Today, many groups and services at LHS depend on computers for the organization and storage of information and for word processing; computers are used in classes from English to accounting.

The G-House Macintosh laboratory, known to students as the Mac Lab, houses twenty-four Apple Macintosh computers. Although the lab is technically a part of the English department, it is used for purposes as diverse as writing college essays and solving matrices.

Students often use the lab during their free blocks in order to make up English essays that they missed or to finish those essays that they were unable to complete in class.

"We usually have about a dozen people come in during a given block," said Macintosh lab aide Carol Dickison. It is Dickison's job to help students solve technical problems that they may encounter with the computers.

Jacob Kasell, an LHS freshman, enjoys using the Macintosh lab for English assignments, because he finds that word processing is "much easier" than writing essays out by hand. History teacher John Heidbrink, who considers computers to be on of the most important recent additions to education, added, "The quality of writing has increased by 200 percent. Kids are more willing to revise, since it's easier [with computers]."

Computers for word processing are also available in the student library. In addition to three Macintosh Plus computers, the library contains two Apple computers and one IBM 751. The IBM is the most recent addition and as yet, the library has no software for it. For research purposes, students have access to the Electronic Encyclopedia and Facts on File, both on the IBM.

The library is also equipped with a modem that connects the high school to the Harvard and MIT libraries, as well as to Dialogue, an on-line database.. Currently, Dialogue is not often used because many people do not know how to use it.

Yet, for all their assets, computers do not always live up to students' expectations. Slowness is a common complaint. "They're much too slow, a very big pain in the butt," stated senior Shana Yansen. Junior Peggy Lin agreed with Yansen's assessment and added that she is often

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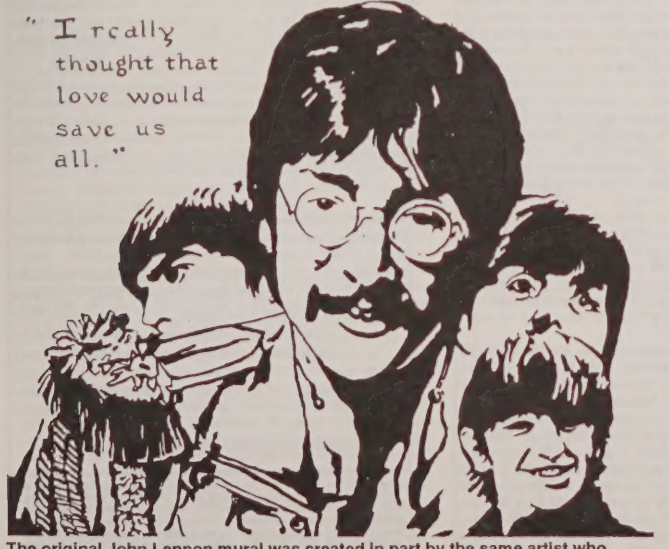
New Lennon Mural Dedicated in Art Wing

by Nicole Silverman

Rising above tragedy in his early life — a deceased mother and a father who abandoned him — John Lennon became one of the most renowned artists of the century, a man who influenced many.

In memory of his life and in recognition of the impact he had on others, two of those he influenced, Lexington High School photography instructor Jack Zichittella and 1985 LHS graduate Gary Canha, co-hosted a memorial celebration for Lennon on Friday, December 7.



The original John Lennon mural was created in part by the same artist who designed the new mural. This mural was painted over in 1985. Photo by J. Zichettella

The purpose of the commemoration, held the day before the tenth anniversary of Lennon's assassination, was to educate people about Lennon.

At the celebration, people told stories about the influence Lennon had on their lives, while Canha exhibited some of his early drawings of Lennon and some video tapes of the Beatles. But the unveiling and dedication of Canha's mural of Lennon was undoubtedly the highlight of the celebration.

The mural is full-sized and depicts Lennon with, as Canha described, a "typical nonconformist look that goes with his whole attitude."

Zichittella explained, "Lennon had a tremendous influence on [my life] and [I] wanted to keep Lennon's name alive. The mural will stand the test of time."

Zichittella admired Lennon because of "the way he sees things, how he expresses himself instead of just wanting to make money. [Lennon's influence] led me to want to become a teacher." Zichittella's purpose was to keep the memory alive of a man who greatly affected his life.

On another level, Zichittella wanted to have the mural painted to "try to make the room radiate with ambiance and make it unique. [I wanted] the room to be a place that is special."

Lennon was chosen as the subject of the mural because, as Zichittella said, "John Lennon for me and Gary was easily the most talented [Beatle]."

Coming downstairs the day Lennon was shot and seeing his mother crying precipitated Canha's interest in Lennon. Before that day, he did not know who Lennon was. Canha's interest began with a quest for knowledge. "I wanted to find out who this person was that just died."

After learning about his ideas and listening to some of his music, Lennon greatly affected Canha as well. "When you see Lennon, you like his ideas. He is a nonconformist and so am I. You like him a lot because he does things that you wouldn't do," Canha explained.

Lennon was also a hero to Canha because he "went from obscurity, a complete nobody, to one of the most famous people in the world." Lennon confirmed the idea, Canha believed, that one can do anything by setting one's mind to it and trying.

Looking back at other Beatles' artwork that was displayed at LHS, Canha and Zichittella remembered a mural that they helped paint which used to be displayed on a wall in the stairwell near the boys' locker room. The mural was painted in one evening when a few other students, as well as Zichittella's wife, also participated.

With Lennon in the middle, surrounded by the other members of the Beatles, the mural bore the message of "I really thought that love would save us all." Zichittella had to cover up this same mural with black paint to obliterate the graffiti that later defaced it.

With the new mural, Zichittella commented, "People can find out who [John Lennon] is."

Marriott Contract A Fiscal Mistake

The Lexington School System recently negotiated a new contract with the Marriott Corporation, the High School's food service contractor, that may cost the system approximately $35,000 if current trends continue. The agreement calls for the schools to make good on all future food service losses exceeding $36,000. This past year, Marriott suffered a loss of some $70,000, including its operational costs. At present, there is no reason to expect the food service to be more profitable in the future.

With the current budget crisis, there is no room for unbudgeted expenditures, an inevitable result of the new contract. In addition, the original appeal of the Marriott contract was its promise to absorb all monetary loses. With this new contract, the most attractive part of the deal is off the table. The actual food delivered has been in no way superior to that of previous years, and prices have increased by 50 percent in the past two years.

There is some evidence that the administration's negotiators did not do their best to minimize the system's potential fiscal losses. According to Director for Planning Frank DiGiammarino, no attempt was made to find an alternate contractor before accepting Marriott's offer. His explanation for this decision was that the contract, which covers the 1990-91 school year, should have been signed before the school year began.

But negotiations with Marriott were unsuccessful, and no contract was signed until January 11. By that point, school officials were working under a declared "state of emergency," which left no time to search for a deal superior to the one that Marriott was offering.

According to Marriott Food Service Director Steven Cooney, the school system put low priority on the negotiations, leading to major delays. Thus, the administration appears to have itself to blame for the time problem. Through its delays, the schools allowed their negotiating position to deteriorate relative to Marriott's.

Because Marriott knew that the Lexington schools were running against a deadline, the corporation could afford to be more intransigent than it might otherwise have been. Thus, the administration lost a chance to come to a more favorable agreement with the corporation. It left itself no choice but to accept whatever offer Marriott cared to put forward.

The system's failure to seek alternative contracts is even more reprehensible than its delays in negotiating with Marriott. During an economic downturn, such as the one being experienced now, contractors tend to be in great need of clients. Other corporations may have hoped to be more successful in food service by managing it differently. For example, other corporations may have introduced different or better foods. Therefore, the chances of finding a deal superior to Marriott's would seem to have been relatively good. For this reason, the schools' actions are inexplicable — not to mention inexcusable.

In a period of severe budget reductions, all officials of the Lexington school system must exercise the strictest possible fiscal responsibility. While the loss of $35,000 may seem small in comparison to the budget as a whole, this sum is roughly equivalent to a year's salary for many teachers. Moreover, additional losses may ensue if the school is forced to accept a similar arrangement in years to come. This year's precedent-setting agreement makes such arrangements much likelier in ther future.

In fairness, we cannot be completely certain that a significantly superior deal could have been obtained from either the Marriott Corporation or another contractor, but at the very least, the administration had a duty to try. Under present circumstances, any unnecessary loss of funds is highly deplorable; with the future of Lexington education at stake, we cannot afford even the slightest waste.

—Anjan Mukherjee and Ilya Somin

Letters to the Editor

LHS Student Responds to Homophobia Letter

To the Editor:

This is an anonymous letter written to express some of my feelings in hope of reassuring others of their own. It is a follow-up letter to the one written by Jason Yanowitz in the December 7, 1990 issue. I understand that letters to the Musket must be signed in order to appropriate printing but I ask you to make an exception in this case. It took a lot of guts as well as risk for me to write this and I hope that all my efforts won't be wasted.

You see, I'm gay. At this time, I do not know of any other homosexuals in the school so obviously, I feel quite alone. I do know that there are at least one hundred other gays and lesbians here except I don't know personally who they are. If you're one of these people, chances are, you don't know of any other either and are probably just as lonely as I am.

For a lot of you, you've probably asked yourself, "Why me?" a hundred times. I should know; I'm still asking myself that question. Who's to blame for making us the way we are? Our parents? Our friends? Ourselves? For years I blamed my parents because after all, it's their genes. But then, that couldn't be because they had me so they're not homosexuals. My grandparents? Same deal; they had my parents. So I ended up blaming myself. It was only recently that I realized I never decided to be gay. I didn't want to be gay.

This is the thing most heterosexuals do not understand: ***Homosexuals did not choose to be homosexuals***. We did not wake up one day and said, "Gee, I think I'll be a homosexual." Did you, heterosexuals, decide to be heterosexuals? The feelings were just there, right? Well, that's the same for us. We weren't given a choice.

We were born the way we are by some unknown factor that makes us prefer the same sex. It is unlikely that anything can change the way we feel. In our adolescent years, while heterosexuals are getting to know the opposite sex, we homosexuals are doing everything we can to stifle our feelings. The fact that I don't know of any others like me (or others knowing me) is proof of how good we are at fooling people.

I've been hiding my feelings for as long as I can remember because I didn't understand and didn't know how to tell anyone. I didn't make any sense to me. I mean, I always dreamed of marrying a beautiful woman, move into a house of our own, and have lots of children. We'd be one happy family. But as it turned out, my dream literally shattered when I found out what the word "gay" meant.

I've been using that word for years but never knew what its true definition was. As Jason stated, similar to others, to me the word has become synonymous to anything indicating bad and disgusting. I thought it was just an expression. I never thought it could mean what I am. I cried and cursed everything I could of but that didn't help.

My family has always looked down at homosexuality and it would shame them to know who I really am. I do not intend to come out to them — or anyone else — until I'm on my own and am no longer a dependant.

I hope, by writing this letter, that the other gays and lesbians in this school who are still in the closet will know that they are not alone. There are others and we share your feelings. I write this letter as tangible proof that there is at least one person in this school who's gay. It is only because we are in our teenage years where we may face rejection if we announce ourselves that we've all kept hidden. I know that the school administration discourage homophobia, but what can the school do to stop those eyes from staring and those rumors spreading? Jason and other gay activists may believe otherwise, but as a teenage homosexual, I think that our best protection is secrecy until we are financially secure before coming out so that rejection won't make life hell for us.

To all you heterosexuals out there, you think that you're "straight"? The heck you are. You're more crooked than a fishhook. What makes you so darn straight? You should call yourselves "crooks" rather than straights. You hate us because of something we cannot help. Are you afraid of us? What is it that you fear? I asked some people why they hated homosexuals and you know what they all said? "I don't know. Just because."

Imagine a world where heterosexuals are the minority and homosexuals are the majority. One homosexual asks another, "Why do you hate 'crooks' so much?" and he answers, "I don't know. Just because."

You heterosexuals are self-centered: you say this and that person are gay but you don't know anything. Ten percent of the school's population is gay which means that there are at least two people in a normal class who are gay. Take a look around you. That kid sitting beside you could be gay. That biology partner of yours could be a lesbian. One of your friends — perhaps even your best friend — could be gay. But oh, you say, you can always tell a homosexual by the way he acts. "He acts soooo gay."

Continued on page 7

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COMMENTARY ON THE BUDGET CRISIS

Better to Cut Less Vital Areas

The quality of our education is seriously threatened by currently slated cuts in the 1991-1992 high school budget. According to Principal David A. Wilson, about twelve teachers are scheduled to be laid off. Such layoffs would lead to a loss of 23 teachers over the past two years. Common sense dictates that teachers are the most vital element of students' education.

The proposed cuts would inevitably lead to larger class sizes, making it exceedingly difficult for teachers to give students the individualized attention they need. Major personnel cuts may also lead to the loss of some of our most capable educators, since teachers would presumably be laid off on the basis of seniority rather than merit.

However, there are a number of non-personnel items that could be eliminated in order to save teaching positions — items whose loss would not significantly undermine the quality of education offered.

The professional development program should be a prime candidate for substantial reduction. Currently, the school system spends approximately $295,000 per year on this program, which allows personnel to attend conferences in their fields and hire consultants to aid with curriculum issues and other matters. The conferences are a double-drain on the budget since the school must pay for substitutes to replace the absent teachers as well as for the trips themselves. While some conferences are undoubtedly helpful and interesting, the knowledge gained is rarely incorporated into the LHS curriculum, according to many teachers. The overwhelming majority of the materials and methods used to teach our classes does not come from these conferences. The consultants brought in for professional development also have little impact on the way classes are taught. While professional development may result in certain indirect benefits for students, the program is clearly less important than actual classroom teaching.

Some would argue that professional development is necessary in order to keep faculty abreast of new innovations in their subject areas. If teachers feel a need to remain up-to-date, this can be accomplished through other methods. For example, personnel can subscribe to professional journals and maintain informal contact with colleagues in other school systems. In addition, some teachers have expressed a willingness to pay for vital conference trips themselves. Professional development should not be cut entirely, but vast cutbacks can at least be made in the number of out-of-state conferences attended.

More funds could be made available through the elimination or reduction of substitute teachers. While the relative merits of substitute teachers have been vehemently debated, few would argue that substitutes should have priority over full-time teachers. As a general rule, short-term substitutes have limited knowledge of the subject they are assigned to teach and often have difficulty controlling their students. During the current school year, the school system will spend at least $50,000 on substitutes in the High School alone. That money could be far better spent on full-time teachers.

While some may fear that rampant disorder will ensue if substitutes are eliminated, such an outcome can be prevented simply by assigning students who do not have open campus to study halls when their teachers are absent. Those students who do have open campus are unlikely to pose a major disciplinary problem for administrators. In any case, the school's primary purpose is to educate students, not to provide absolute order. Regrettable as they are, disciplinary violations by students who have unexpected free blocks rarely have a detrimental effect on classroom instruction.

Assuming that a good portion of the funds presently allocated for professional development and substitute teachers can be eliminated, the school system would stand to save over $200,000 dollars. This amount is roughly the equivalent of four to five teaching salaries. Such savings would strongly affect the necessity of making major decreases in teaching staff.

If teacher cuts cannot be prevented, their distribution must be reconsidered. Currently, the English department is slated to lose 2.4 teaching positions, which is considerably more than any other department. Each remaining English teacher, under the budget plan, will be assigned five classes and a total of 125 students, as compared to an maximum of 100 students per teacher this school year and 88 students in 1989-1990. The National Council of Teachers of English has long held the position that teaching loads should not exceed four classes of 25 students.

While it is true that English teachers have somewhat smaller loads than other staff members, there is good reason for this disparity. Teaching English requires the instructor to correct numerous essays and other assignments whose grading is subjective. The grading of such assignments is more time-consuming than that of, say, a math test, where the teacher may have to do little more than check the student's answers. Moreover, English students require more individual attention than those in many other subjects because English classes deal with subjective writing skills — an area in which one student's strengths and weaknesses are different from another's. The English department should not be subject to disproportionate cuts.

Superintendent of Schools Philip E. Geiger's stance that elementary, middle, and high school teachers should have equivalent "contact time" with students is misguided. Firstly, his plan appears to neglect the fact that high school teachers have more students and different classes, necessitating more preparatory time. Secondly, to claim that the positions of the elementary school instructor and the high school instructor are directly comparable shows a misunderstanding and, indeed, a unfamiliarity with education. Any student could tell the superintendent about numerous differences between the two positions. For instance, few elementary teachers correct hundreds of lengthy essays a year, or spend hours each week giving extra help with math or science work. No one is claiming that one teacher works harder or longer than another, only that different jobs require different people and have different responsibilities.

The distribution of funds within the school system as a whole should also be reassessed. Currently the overall school budget is scheduled to increase by 2.9 percent over 1990-1991, which is a smaller amount than originally projected. The High School, however, is being asked to shoulder a 1.4 percent net *decrease* in its funds. As a result, the school will suffer deeper staff cuts than the middle and elementary schools. Such a disproportionate cut is unjust and is bound to have detrimental consequences.

In the final analysis, the primary purpose of any school is to educate: Thus, it is vital that we restructure our budgetary priorities to maintain, as much as possible, the quality of education at Lexington High School and throughout the school system. This goal cannot be attained by making the largest budget cuts in the area that most directly benefit students, namely classroom teachers.

—Ilya Somin and Jeremy Giller

New Schedule Would Hinder, Not Help

There must exist a perception in the greater school community that the teachers of Lexington High School are not doing enough work. There is no other logical explanation behind the administration's recent move to change the school schedule. The administration has suggested a "five-by-five" schedule that would have teachers of major classes teach five courses five times a week and science teachers teach five courses six times a week. The increased teaching load would arrive with no compensation to teachers. Even considering the pressures of the current budget situation, the only justification for such moves would be a perception of teacher lethargy.

This concept may not be completely inaccurate or misguided; only about half of the teachers at the school work very hard. Of course, this is only the roughest of estimates, but the administration's new scheduling proposal does not leave room for even *one* sufficiently hard-working teacher in the High School. Hard-working teachers separate themselves through their preparation and use of free time. A good, hard-working teacher uses this time effectively — preparing lesson plans, meeting with students, and correcting papers. The new schedule, by making teachers teach more classes, effectively eliminates almost all of this preparation time. Thus, the *overall* quality of teaching at the High School would be reduced to the lowest possible standard. The new schedule forces all teachers to teach at the level of those teachers who do less work. In essence, the schedule would make the misconceptions of teacher lethargy a reality.

If the administation has a problem with the effectiveness of teachers at the High School, increasing the workload would seem to be the *least* rational solution. Perhaps the administration should instead investigate new teacher evaluation methods to replace the archaic system of seniority. In the long run, evaluting teachers by education-sensitive methods would lead to a better faculty.

If the new schedule were to be instituted with the current evaluative precedures intact, the educational impact would be astounding. The schedule would eliminate a minimum of 8.9 teaching positions. Assuming teacher evaluation methods continue unchanged, these cuts would most likely lead to an unusally senior faculty. More importantly, the remaining faculty would be able to teach to only to the most minimal of extents — lower, perhaps, than the least-hard-working teacher now. If the town of Lexington continues to attract the same talented students as it has in the past, the new schedule would force teachers into a position of agents for lost opportunity. Instead of the high level of personal, intellectual, and physical excellence that the efforts of the faculty have developed, Lexington students would be forced into mediocrity.

In such a time, the High School would no longer be a place where aspirations are sought and achievements attained; instead, it would be a place where hopes go unrealized. Instead of a place where people look eagerly toward the future, Lexington High School would be a place where people look longingly toward the past, when teachers had time to teach and when talents and dreams were fulfilled.

—Ethan Ehrenberg

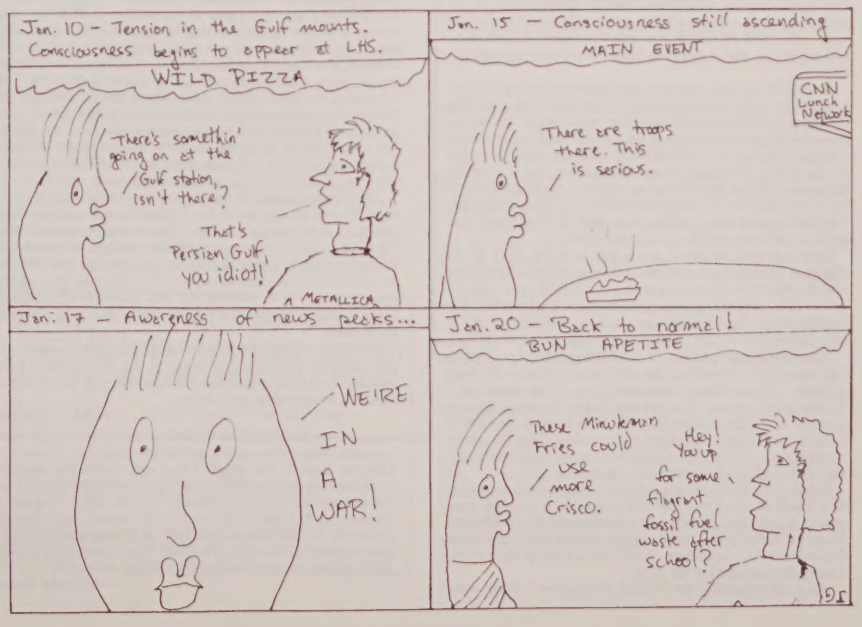
Honesty is Best Policy

With the first semester having drawn to a close, there is finally a moment to examine the college admissions process that has caught LHS seniors in a whirlwind of anxiety and anticipation. The search for a college closely resembles the quest of a moose for a mate during mating season: If certain people find one enticing and accept one's overtures for companionship, then the upcoming season looks promising; if not, it's wait 'til later to breed. Bearing this fact in mind, it is understandable why so many students find the applications process stressful. But applications, which would ideally present a unique opportunity for introspection, are often used instead to create images of a completely antiseptic do-gooder. After all, one cannot risk offending an unknown admissions officer.

Granted, not every feeling is appropriate for a personal essay, but more heinous than being offensive is being insincere: Insincere to oneself (Was an hour of washing dishes at a dinner for the homeless really the most influential experience in one's life?), and insincere to those who evaluate the applications (It looks a bit suspicious to join the Clog Dancing Club, the Young Soap Whittlers of America, and the Milk Drinker's Association halfway through junior year). Additionally, exaggerating the magnitude of a service performed or an activity undertaken corrupts the spirit of pure intentions, overshadowing this spirit with selfishness and dishonesty. Adding courses, planting trees, and spending time with the unfortunate in order to "look good for colleges" undermines the curiosity, generosity, and selflessness that by themselves should provide enough motivation to help others or participate in a new activity.

When colleges ask, "Who are you?" they expect an honest answer; in molding a high school career only to satisfy outsiders, the student loses touch with the true meaning of the question, deceiving others, and worse, betraying himself.

—Jon Goldblatt


Jan. 10 - Tension in the Gulf mounts. Consciousness begins to appear at LHS.
WILD PIZZA
There's somethin' going on at the Gulf station, isn't there?
That's Persian Gulf, you idiot!
A METALLICA
Jan. 15 - Consciousness still ascending
MAIN EVENT
CNN Lunch Network
There are troops there. This is serious.
Jan. 17 - Awareness of news peaks...
WE'RE IN A WAR!
Jan. 20 - Back to normal!
BUN APETITE
These Minuteman Fries could use more Crisco.
Hey! You up for some flagrant fossil fuel waste after school?

S.C. Candidates Comment on LHS

Musket *asked the five School Committee candidates to comment on the following four issues in a 400 to 500 word statement: tensions between the superintendent and the high school faculty; budget priorities; the role of the students and members of the school community in school governance; and Dr. Geiger's performance as superintendent. Four candidates responded;* Musket *regrets that the fifth, Ruth Tocci, was away and could not respond.* Musket *thanks the candidates for their responses. Elections will be held on March 4, 1991.*

Thank you for your invitation to submit a statement to the *Musket*. I will respond with the following statement on three of the four issues.

Tensions between the superintendent and the high school faculty. The tensions between the faculty and the superintendent are a source of great distress to me. This is a time when every member of the school community is in the same boat and should be rowing in the same direction. I think it is not useful to place blame but, clearly, the superintendent must show by his words and his deeds that he respects the members of the faculty and their profession.

Budget priorities. Within the word limit that the *Musket* provides, there is not much detail I can provide. I believe that every budget decision made in these times of scarcity must be judged in terms of its effect on the direct school experience of students. Some things like maintenance and professional development for teachers can be deferred. School experiences appropriate to a student's grade level can not be deferred. Those experiences are either provided or lost.

The role of the students and members of the school community and school governance. Every group on the high school level has a role in school governance. The teacher's contract which establishes the site-based council specifically recognizes that. The ultimate relationship between the Senate and the site-based council is a matter which those bodies need to negotiate. The very strength of the concept of site-based management is that interest groups within each site will work together to achieve workable consensus for the issues of concern.

My responsibilities for assessing Dr. Geiger's performance are discharged in the formal evaluation process that school committee policies establish. I do not with to appear to be ducking the question, but, in my view, a public discussion of his strengths and weaknesses outside the evaluation process is not appropriate.

—Albert P. Zabin

Thank you for giving me an opportunity to express to the LHS community my reasons for running for School Committee and my perspective on how the school system currently operates. My campaign slogan, "Spirit of Excellence", expresses exactly what I wish for our schools. I would like to ensure that all students in the Lexington schools are provided the environment in which to develop their full potential, to become better citizens, more creative and curious, more sensitive to each other. This is the goal for which we must constantly strive.

All the parts of the school system have to work in concert in order for us to succeed. I feel the School Committee sets the tone for the rest of the school system. If it is sharply divided, or negative, in its relationship with the administration or the staff, the rest of the system suffers. The School Committee's major role is to plan and formulate goals and strategies. It is up to the Superintendent to implement these strategies and to manage the operation of the schools. The faculty and staff have the job of delivering the services of education as well as possible to you, the students. We as parents and citizens of Lexington also have duties: we must be involved, caring, and committed to the support of the schools through monetary, emotional and other means.

The relationships between the parts of the school system, I believe, must transcend superficial criticisms and pettiness so that the education of all students can occur in a proper environment. The school system has built-in mechanisms for solving differences that occur, and these procedures must be utilized in an open and thoughtful manner.

Because of several concurrent factors, the Lexington schools now face the problem of diminishing monetary resources. State aid is shrinking, the economy is in a recessionary period, unemployment is rising, as is inflation, and property values are eroding. The School Committee must set priorities and apply the limited resources, which the Town allocates to it, as fairly as possible. Almost ninety percent of the annual school budget goes to personnel costs — salaries, fringe benefits, and similar items. The remainder includes materials, textbooks, school maintenance, and the like. Clearly the Committee has to focus on personnel costs. Given that contractual obligations must be fulfilled, the School Committee has to figure out how to use the money that is left. Unless the Town gives the school system more money, or an override of Proposition 2 1/2 is considered, the Committee has to look at changes in students loads, class sizes, teaching time, elective offering and schedules, or reductions in staff. These are not changes the School Committee wants to make, but reality forces it to explore all options, utilizing as much information as possible. The fewest changes possible, affecting the smallest number of students, and compromising educational services the least, should be implemented, in my view.

The newly instituted system of site-based management councils can ideally assist the School Committee in setting priorities and making choices. These bodies should bring together in equal numbers students, teachers, parents, and administrators to better decide how to manage and allocate resources at individual schools. The ultimate goal of the school system is to provide the best learning environment for you students, and any way to bring that goal closer is good news.

The high school is a focal point of the school system, in part because its programs result in the fulfillment of the system. I want to ensure that LHS always will be excellent, creative, challenging, and caring.

—Cas Groblewski

The School Committee job description includes framing policies which meet the needs of our Lexington students at all educational levels and subsequently ensuring implementation of these policies.

I believe that the budget guidelines currently imposed on us by decreasing funds threaten to either nullify our policy-making ability or severely hinder the implementation of these policies. It is critical to me as a School Committee member to determine budget priorities by evaluating each budget proposal in light of 2 criteria: How does the proposal impact direct educational service to students; and, 2. What are the educational implications of the proposal?

As a School Committee member, I must be alert to the fact that proposed budget-driven decisions in the areas of staffing ratios and schedules at the High School *will* affect the quality of educational services. I realize that the proposed changes could result in the High School's becoming far less than the comprehensive school we've supported until now. I acknowledge the fact that the proposed schedule change could very well minimize, or even eliminate, our elective program. This is a policy issue which this School Committee must discuss and resolve before finalizing the budget. It is my goal to keep our comprehensive High School intact.

The new 3-year contract between the LEA and the School Committee defines roles and relationships between administrators and professional staff when making key decisions. Whenever old models for disseminating information and making decisions violate new contractual obligations and rights, the School Committee must ask for corrective changes. I believe that everyone involved in the System must uphold and abide by the contract.

This contract also enfranchises students, parents, and community members-at-large in the decision-making process at the High School as well as all other buildings. The creation of the Student-Faculty Senate three years ago was a first step toward site based management. It's exciting for me to see the newly instituted Site Base Council broaden site governance at the High School. I look forward to watching an interdependency develop between the workings of the Senate and the Council. I encourage the Senate to bring its concerns to the Council, and I am confident that the Council will address those concerns.

As a School Committee member, I must support and supervise the Superintendent. During the past two and one half years, I have voted for many of the initiatives proposed by the Superintendent. I have worked with the Superintendent to oversee implementation of these initiatives.

As a School Committee member, I must also supervise the Superintendent. This supervision includes holding the Superintendent accountable for the goals jointly established by the Superintendent and the School Committee. My priority goals are as follows: the provision of **strong educational leadership** which includes respecting and inspiring professional staff, presenting and implementing sound innovative educational practices, and demonstrating a willingness to listen and to follow appropriate processes; **the assessment of the management and leadership performance of middle managers** (principals and senior administrators); **the provision of fiscal accountability** for the System; **the upkeep and maintenance of the physical plant**; and, **the working relationship between the School Committee and the Superintendent**. I am concerned by the seeming lack of effective communication between the Superintendent and the School Committee. I am encouraged, however, by the insights we have gained through our work with the Consultant. I believe that an endless public focus on the style and performance of the current Superintendent risks sending the message that one individual is more important than the educational and developmental needs of each of our students. I am confident that others join me in the belief that our focus must remain on our students and the quality of education we provide for them — even within tight fiscal constraints.

I have appreciated the opportunity to serve as a School Committee member these past three years. I ask for the support of the Lexington High School Community to allow me to continue in this service. Thank you.

—Polly Woodworth

In the best of times the Lexington community has actively debated proposed changes such as, school closings, redistricting and all-day kindergarten. We are now facing severe budget changes requiring thoughtful debate to reach consensus on how we can best preserve quality education in the classroom.

The newly instituted LHS school-based management Council must develop a clear definition of its role and relationship to the District Administrative Team (DAT), the LHS Senate, the PTSA, the Superintendent, the School Committee and the community. I believe the effectiveness of this new management process depends on streamlining its numerous interactions. The Superintendent must provide leadership as a facilitator for consensus between all groups as well as respect for the professionalism of all staff. The School Committee must provide leadership by making policy and supporting both the process and conclusions.

School Committee members are accountable to the community for a budget which is understandable and provides the best possible education for individual students. Because the school budget is part of the total tax revenues raised by the town, I believe the Committee must be aware of the larger economic climate impacting Town Meeting decisions. When negotiating a contract, members need to be responsible for the long-range effects of their decisions. They must also share information with town officials and agree to focus on problems to be resolved.

Open communications are a key element both in an effective management process and in a School Committee which works well as a group. I believe this can be achieved by becoming more process oriented, by creatively sharing ideas through dialogue, and by focusing on problems rather than laying blame on any one person or group.

As a Lexington resident for almost fourteen years, I have had experience throughout the elementary, middle and high schools. I have been a representative to the elementary School Improvement Council and to the Parents Advisory Council to the Superintendent. In 1988 I was a founder of Lexington Citizens for Quality Education (LCQE) whose mission was to provide information about our schools system-wide and to advocate for the budget.

I also have been actively involved in townwide concerns as a Town Meeting member in Precinct 5 for the past three years. I was elected clerk and served on the Town Meeting Member Association board. I am a land steward for the Conservation Commission. And I am currently chair of the Lexington Council for the Arts.

As a candidate for the School Committee I bring management experience as the art and production director at Chiquita Brands, Inc. where I was responsible for communications and project budgeting for departments throughout the international United Brands Co. In 1986 I earned a Masters in Business Administration degree from Boston College's Carroll Graduate School of Management where I concentrated in strategic planning. I am currently a principal in an architecture design practice in Lexington.

—Melinda Vinton

Submit to: Folio!

Letters to the Editor, Cont'd

Continued from page 4

Guess again. Believe it or not, most homosexuals act more heterosexual than heterosexuals themselves because we want to give an image that we ARE heterosexuals. And like I said before, we're very good at fooling you.

Don't think that just because a person is sexually involved with another of the opposite sex that he/she is a heterosexual; they are simply trying to be the most convincing. Some of you would drop dead if you knew who I am. If everyone were to be lined up according to how heterosexual they acted, I would probably be last or close to last. I could be that brain, that jock, that debater, that new kid...I could be anyone and you don't know who I am unless I tell you because in no way can you look at me and say that I'm gay. (Doesn't that just scare the heck out of some of you hot-headed homophobics out there?)

I wish that someone else had written this letter instead of me so that I would be assured that I'm not the only one in this school who's gay. Statistically, I know I'm not by myself, but emotionally, there's only me. I know most of the facts about homosexuality but I wouldn't mind having another person my age who knows what it's like to be gay who I can trust and blurt and out everything I've kept locked up inside of me. It'd be great to have someone I can talk to and tell me it's okay to be in love with your best friend who thinks I'm the most heterosexual person. It's not easy to take the torment that I and all the other homosexuals are experiencing. I'm hoping — praying — that time will heal all wounds.

Good luck to all you gays and lesbians out there. It won't be an easy road as we've learned so early in our lives but hey, maybe we'll all meet that special someone who'll make life worth living after all. And perhaps in the near future, heterosexuals will come to accept us for who we are so that we may live together in peace.

Anonymous LHS Student

Editor's Note: *Ordinarily,* Musket *publishes only signed letters. However, in recognition of this extraordinary circumstance,* Musket *has elected to override its policy.*

Associate Superintendent Addresses Budget Figures from Recent Editorial

The following letter was addressed to the co-authors of an editorial discussing the budget, published in the December 7, 1990 issue of Musket.

To the Editor:

In the interest of journalistic accuracy, something I am sure both of you will agree is an important aspect of any newspaper writer's obligation, I feel that I must respond to a few points that were raised in the editorial entitled, "Budget Cuts Must be Scrutinized," which appeared in the December 7th edition of the *Musket*.

In the fourth paragraph of the editorial you mention a memo to all faculty "mandating that 85% of [$400,000] come from personnel and 15% from other areas." I presume you refer to Superintendent Geiger's memo of November 16th in which he attempts to reduce anxiety and quell a number of rumors regarding the ways in which we were considering reducing our budget by $400,000. After reexamining that memo, I cannot locate any use of the word "mandate." I do, however, find the following kinds of information with reference to the use of the 85-15% guideline. Such words as "alternatives" and "recommendations" are used in connection with this suggestion, and the last sentence on the second page appears to be a summary statement which clearly captures the Superintendent's intend: "The final reductions will be made in the best interest of the system and will not unalterably be reflective of the 85-15% guidelines."

The second point deals with the professional development budget for the 1990/91 school year. I am not clear on the figures to which you refer in order to arrive at the ones you mention in the editorial. I would hope that you would investigate further and request assistance from personnel who can interpret budget printouts with precision. I call to your attention the figure $168,410 spent on consultants. First, let me indicate that the budgetary designation "consultants" includes personnel who are hired for a limited duration. These include those legally mandated under obligations of educational plans, among others. The figure you have printed is actually a "roll-up" of all money spent on consultants, not solely those hired for professional development purposes. Simply copying a figure from a line in the budget without understanding what the figure means only adds to the confusion.

Furthermore, I have tried, by examining the various printouts issued in November, to determine how you come to the conclusion that the four Central Office administrators have somehow been provided $120,000 for their personal professional development. I can only assume that you chose to print a roll-up figure of professional development expenses for *all* of the buildings and departments in the system, and concluded that because the figure showed up as a total under a systemwide account that it was for the Central Office. Nothing could be further from the truth. The contractually obligated professional development budget for those of us who occupy positions in the Central Office, is closer to $5000.

Finally, you note that the average salary increases for Central Office Administrators is 9.8%. To fully comprehend what this figure means, and more fairly represent the background, you must recognize that the Superindentent's contract, negotiated in 1988, calls for a cost-of-living increase of approximately 5.1%. The remaining administrator's percentage increase represent not only cost-of-living changes, but changes due to promotion or "increments;" both the Assistant Superintendent for Personnel and Administration and the Assistant Superintendent for Planning and Business Affairs were formerly director's

Associate Superintendent of Schools Bruce E. Storm, who in his letter questions figures cited in a *Musket* editorial.

Musket File Photo

roles, hence the somewhat larger increase in salary is a consequence of promotion. In my case, the contract I negotiated in 1989 calls for a step increase, or salary promotion, during the third year of my agreement in 1991-1992. Moreover, when you assert that teacher increases will be between 5% and 5.5% you are inaccurate and misleading. The teacher's salary guide calls for a minimal increase of 5.75%, with some faculty receiving additional promotional increments reaching an aggregate 14%.

You conclude the paragraph on comparative salary increases with a call for "sharing the burden of budget cuts." The implication is that the reductions in raises should be borne solely by administrators. Let me remind you that in the last three years there has been a total reducation of $700,000 in administrative costs in the system, and the staff of Central Office Administrators has shrunk from seven individuals to four in the asme time period. A more interesting proposal would be a call for sharing of reducations among *all* personnel, not just among those who work twelve month contracts.

I hope this information will help you to correct some of the inaccuracies contained in the editorial. If I can be of any assistance with regard to understanding professional development costs as they are presented in various printouts, please do not hesitate to ask. I am willing to help provide any data that will enable your articles to be more accurate in the future.

Sincerely,
Dr. Bruce E. Storm
Associate Superintendent of Schools

Editor's Note: Musket *stands by the meaning and intent of its editorial.*

Student Supports Peace, Condemns Gulf War

To the Editor:

As many of my friends know, I am strongly opposed to the war in Iraq. I think that it was a mistake for the U.S. to get involved in the opposition of Iraq's invasion of Kuwait, and an even bigger mistake to invade Iraq.

On my first point, I feel that the U.S. should have let the United Nations lead the opposition against Iraq. President Bush is making a mockery of the U.N. Historically, the U.S. has vetoed many U.N. resolutions that condemn "naked aggression." The U.S. is showing the world that we use the U.N. only when it suits our purpose.

From the start, the U.S. has been manipulating the crisis to create a war. On July 25, 1990, our ambassador to Iraq, April Glaspie, told Saddam Hussein, "We have no opinion on the Arab-Arab conflicts like your border disagreement with Kuwait." This, as you might imagine, virtually invited Hussein into Kuwait. Also, right after Iraq invaded Kuwait, President Bush called for the unconditional withdrawal of Iraq from Kuwait, leaving no room for negotiations. Now with the war starting, Bush is calling for the unconditional surrender of Iraq.

Everything changed once fighting began. Now that the U.S. is on the offensive, there will be no negotiations until Iraq unconditionally surrenders and withdraws its troops. This will not happen without a long and bloody war that will have many casualties resulting from massive ground confrontations. Many analysts say that the war cannot be won from the air alone. Saddam Hussein is very stubborn and will resort to using scare tactics like terrorism against the U.S. people. The only thing that will come out of this war, even if Saddam Hussein is knocked out of power, is more anti-American feelings in the Middle East and a wasteland called Kuwait.

Although I oppose the war, I think that it is important to distinguish support for the troops from support for the war. All the support possible should be given to the U.S. troops fighting the war, because if troop morale lowers, the outcome will be more casualties, not to mention the psychological harms to the troops. Differentiating the troops and the war is not always easy to do when protesting U.S. actions, but I believe that the best way to support our troops is to bring them home alive.

Obviously, I am not doing justice to the many and far-reaching arguments on both sides of the issue in this short collection of ideas. I would urge each and every person to research and formulate their own opinions on this issue. The war is going to affect everyone to some degree, and everyone should be aware of the issues.

Sincerely,
Rob Egan
Class of 1992

Seniors Decry Movement to Offer Only One Language Per Student

To the Editor:

The undersigned feel that the movement to cut the option of taking more than one language in high school is unfair. The Lexington public school system has always been noted for its excellent foreign language department.

Looking back upon my time at the high school, I regret not taking Spanish (as well as French) until my senior year. If I could go back to my freshman days, I definitely would have taken Spanish.

We are both lucky that we had the choice to take French and another course within the same cluster. However, there is talk around the high school that starting next year, students are only going to be allowed to take *one* foreign language. Therefore, if one decides to take Latin, they cannot take French, Spanish, Italian, and German.

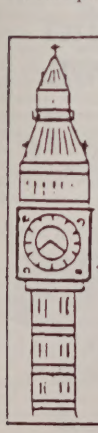
High school is supposed to be the "golden years" of our education. It's our right, as students, to have the option of choosing the courses we want, including two foreign languages.

Students now are going to have to decide between which language they want to stay with. Sometimes, it can be a hard choice.

Foreign languages are as important to us, as are other majors to other students. We understand the budget is cut back. However, the school should stop spending money as frivolously on unnecessary things. Foreign language is not one of them.

Why is it such a problem? We have the teachers, materials and most importantly, the students who want to *learn*.

Kimberly Cramer
Melissa Rudnick



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Senate Passes Budget Resolution

Recycling Bill also approved; Geiger makes X-Block visit

by Will Eisner

The Lexington High School Student/Faculty Senate recently passed a budget reolution denouncing possible teacher cuts and next year's proposed schedule.

The Senate also passed the Recycling Bill to promote recycling at the High School. The bill states that the Senate will initiate measures to "encourage" students to recycle "paper, cans, and trays." The bill also lists potential methods of garnering support for the recycling program including posters, a message on the electronic bulletin board, a homeroom announcement, and "other surprises." The bill will go into effect once signed by Principal David A. Wilson.

In other Senate news, Superintendent of Schools Philip E. Geiger came to speak to the Senate concerning the school budget during X-Block on December 19, 1990. Due to the large attendance, the meeting was moved to the science lecture hall.

Geiger informed the Senate that a total of 1.75 million dollars must be cut from the budget. He said that most of the high school's share of the cuts will come taken from personnel. Despite these personnel cuts, Geiger said that no classes will be cancelled unless the enrollment falls below 15 students. Geiger added that class size will not increase dramatically with these cuts because teachers will be teaching more periods.

The superintendent also stated that he is strongly opposed to user fees for the 1991-1992 school year. However, if busing is cut or limited more, students may have to pay up to 225 dollars for a bus pass.

Changes in the school schedule were another potential means of cutting expenses discussed by Geiger. Two of the proposed changes included a six-day cycle and an extended school day. The results of any such scheduling changes would presumably be to increase the amount of class time for each teacher, thus allowing for eliminaton of several teaching positions.

Geiger also added that the current Wednesday afternoon X-Block is not found in any of the new, potential schedules. In response to this absence, the School Climate Committee of the Senate wrote a resolution directed towards the Lexington School Committee, stating that X-Block is part of the Lexington High School Constitution that the School Committee accepted several years ago. The resolution went on to say that the School Committee should not re-schedule without X-Block barring a change to the Constitution.

The Executive Committee of the LHS Senate: Sam Kafrissen, Anjan Mukherjee, and Palyn Hung.
Muskat File Photo

The Senate Resolution

The Lexington High School Student-Faculty Senate does hereby unanimously adopt the following resolution concerning the proposed budget cuts to Lexington High School for the 1991-1992 school year:

1. The budget cuts for the 1992-1992 school year which are currently under consideration will eliminate **twelve** (12) full-time staff positions at the high school. It is our position that such reductions will only result in the further limitation of course offerings and academic selections for students.
2. The twelve projected staff cuts added to last year's cut of eleven staff members will mean that the high school faculty will have been diminished by **twenty-three** (23) teaching positions over a two year period. We find this to be greatly inequitable in light of staffing cuts that have occurred, or will occur, in schools at the elementary and middle school levels over this same period. We feel that the high school staff is being required to bear an unfair burden of the budget cuts because of the unique nature of our schedule and the comprehensive nature of our curriculum.
3. The town of Lexington has asked the Lexington School Comittee to submit a budget that stays within the **2.9%** increase over the 1990-91 budget. However, Lexington High School has been asked to *cut* its operating budget for 1991-92 by **1.4%**. We find this directive to be patently unfair.
4. The notion that all teachers throughout the school system should work at a parity of "contract hours" fails to recognize the unique character of teaching at the different levels. The major result of this proposal will be to lower the quality of "contact time" between students and teachers at the high school.
5. Since most of the staff reductions at the high school will be made on a seniority basis, due to both contractual obligations and past practices, we feel that the projected cuts will leave Lexington High School with a predominantly senior faculty. Although we realize the benefits of having an experienced staff, we feel that a more balanced age mix will better suit the needs of the students at LHS and will provide for a more diverse faculty.
6. Many classes at the high school are currently oversubscribed or at maximum levels. Any further staff cuts, particularly to the extent projected, will severely impact both future class size and scheduling flexibility.
7. To require academic teachers to carry greater teaching loads and greater numbers of overall students (in some cases as high as 150) will have the effect of eliminating the amount of time and attention any given teacher will be able to give to individual students.
8. Larger classes and greater teaching loads will severely diminish the quality of instruction that classroom teachers will be able to provide for their students.
9. Projected budget cuts will probably require an overhaul of the entire Lexington High School weekly schedule which may result in fewer course offerings, particularly in those areas that have historically been considered elective classes. If such cuts are made, our program of studies will be seriously limited, and the comprehensive nature of the high school will be compromised.
10. Since the relationship between the classroom teacher and his or her students is the most vital aspect of education at Lexington High School, we feel that the School Committee and the administration should pursue means other than drastically reducing staff or bringing our budget in under the 2.9% cap mandated by the town.
11. We reject the idea that teachers' salaries are the main reason that the Lexington Public Schools are unable to stay within the town mandated budget calling. Since classroom teacher salaries amount to only 45% of the total budget outlays, and since teachers have historically been one of the most important contributing factors to the academic achievements of students at our high school, we challenge the School Committee and the Superintendent to find other means by which the high school budget can be brought to within the 2.9% increase.
12. We feel that there is nothing less at stake here than the reputation and academic excellence of Lexington High School. To put that reputation at risk by making ill-advised and misdirected cuts in our academic program, we find to be an unacceptable alternative.

We, the members of the Lexington High School Student-Faculty Senate, recognize that the Lexington Public School system faces a time of diminishing revenues for the funding of public education. We stand ready to do our share in helping our school weather this period of fiscal crisis. What we have outlined in this resolution is our determination to make sure that decisions as to where money will be spent are made in a fashion that preserves, as much as possible, the academic integrity of our school. We do not want to be perceived as having stood by and said nothing while our high school was being unfairly dismantled.

Lexington High School Student-Faculty Senate
January 23, 1991

LHS Comments on Budget Crisis

by Dan Michaelson

Like many school systems in Massachusetts, the Lexington Public Schools are now facing budget cuts that may affect the quality of education offered to students. The Lexington School System's current financial predicament may now safely be termed a "crisis."

Rumored suggestions have ranged from lowering temperatures in classrooms to abolishing summer vacation. Although it is unclear what action will be taken to achieve the $500,000 cut in the high school budget mandated by the town for fiscal year 1991-1992, it is clear that any action will have a significant effect on student life at LHS. Most students, however, do not appear overly concerned, though most agree that whatever cuts are made will inevitably affect their school lives and possibly their education.

"I haven't been following [the situation] that closely," said sophomore Matthew Stephenson. "I know stuff's going to be cut, and I'm not happy about that...Maybe they'll kill Life Skills," Stephenson added. "That would make me happy."

Some students fear the loss of electives. Sophomore Martha Thompson worried that "they're cutting programs in the music department, and I'm in band. I think they're going to get rid of the marching band [and] stop funding the buses." However, she continued, "If the teachers had to teach more classes, then they'd have less to put into each individual class."

Junior Chris Umans said that he is "worried that as I'm entering my senior year, a lot of the electives that create diversity at LHS will be cut."

Sophomore Amy Smith admitted that she isn't very well-informed about the budget crisis. "Aren't they going to cut back some classes? I won't be able to take drama...or art classes. I heard they're mostly going to cut electives."

Sophomore Curtis Taylor worried that "teachers might get laid off, [especially] staff members at the junior highs and elementary schools. [But] the High School might be the biggest cut. I heard they're going to cut minor classes. It's going to affect me and other students because some of their

Continued on page 11

"I feel that there [will] be adverse effects on the quality of education at LHS. Where the hell did all the money go?"

—Junior James Kvaal

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(From left) Senior Carol Martinez,Junior Kurt Langer, senior Catherine Gill, and senior Yeh-Jiun Tung perform at the annual Cabaret International, held last December 7. Cabaret International, an event organized by the French Club, included entertainment in French, German, Italian, Latin, and Spanish.
Photo by Yuli Friedman

Students Express Fears, Opinions on Gulf Conflict

by Jonathan Feldman

The war in the Persian Gulf has caused a great deal of turmoil involving both anti- and pro-war rallies across the nation. Here in Lexington High School, there are also strong feelings within the student body about President George Bush's actions and the war against Iraq.

Although the majority of students would prefer peace, many see no alternative to war. Senior Winnie Liang stated, "At first I was against a war because of the pain and bloodshed many people would experience, but now I see why President Bush has carried through with his threats to push Iraq out of Kuwait. Although I'm still not sure war was the best way to do it, someone has to stop Saddam Hussein."

Some students felt that all people have a duty to support the U.S. government and President Bush. Sophomore Dan Yee commented, "There is a time for everything; now it's a time for war. I don't think using human lives to take over more land is ever justifiable, but in this case we have exhausted all reasonable means and Hussein should be punished. Words will not stop him from continuing to take over countries. We should support the war because we have a duty to back up our president and the decisions he makes."

Junior Becky Pearson disagreed. "We shouldn't be in the Persian Gulf," she said, "and we can't be the moral police of the world. The U.S. only fights for other countries' or peoples' rights when there is something in it for us, in this case, oil. First our goal was to get Iraq out of Kuwait. Now our goal seems to be to get rid of Iraq altogether."

This anti-war sentiment is shared by others at Lexington High School. A senior who requested anonimity explained her views. "I'm against almost any war. I have a friend who served in the front lines in the Vietnam War, and the terrible memories still affect him. This war will probably be long and drawn out and may parallel Vietnam with the great numbers of innocent civilian deaths."

Many students have opinions about the duration of the war and the possibility of a draft. Junior Seth Theriault expressed his views on the subject: "So far the war has been going pretty well, and the U.S. has a real advantage technology-wise. I don't think the government would reinstitute the draft after the lessons learned in Vietnam."

> "Words will not stop [Saddam Hussein] from continuing to take over countries. We should support the war because we have a duty to back up our president."
>
> —Sophomore Dan Yee

Senior Dror Niv expresses another opinion. "There will probably be at least a year of fighting and very heavy casualties. America might even start a draft if the war becomes drawn out."

One of the most frightening aspects of war is the uncertainty involved in it. This aspect is understood by junior Jonathan Naor, whose family is on a year-long sabbatical here from Haifa, Israel. "Iraq is dangerous to the whole world. Because of Saddam Hussein, Israel is in great danger every day, and may end up getting involved in a vicious war."

Stress and Speech: A Debater's Life

by Nicole Silverman

Mass chaos is in progress — luggage strewn all over the place, people packed together like sardines, at least five hundred people scavenging to find seats in an auditorium made to fit only one hundred. No, this is not a scene from M.C. Hammer's last concert, but an average high school debate tournament's opening ceremony.

Before jumping ahead to tournament participation, let's look at all of the sleepless nights, penniless pockets (due to the photocopying of evidence), backaches (due to carrying of evidence), stress and endless waiting. But at the same time let's also evaluate the advantages attained: the research skills, the knowledge of current events, and most of all, the friends.

Many a debater stays up all night highlighting evidence or putting the finishing touches on arguments. There are two types of debate offered at Lexington High School: Lincoln-Douglas (L-D) debate and policy debate. Policy debaters discuss current events and government policy, while L-D debaters discuss philosophical issues.

Debaters spend hundreds of dollars a year photocopying evidence on arguments. Policy debate requires its participants to become avid readers of many periodicals. Besides costing money, another problem with acquiring much evidence is transportation.

The evidence that took over one hundred dollars to photocopy must be brought to tournaments in heavy boxes, which is where the luggage carrier comes in handy. These overloaded cartons have quite an impressive look to them, but fathoming the enormous amount of work that went into all the research in the boxes is virtually impossible.

Stress is an everyday aspect of debate. Before tournaments, pulses race and blood rushes while debaters pace back and forth wondering whether their hard work will pay off. During the tournament, debaters are stressed to enormous extent. Despite debaters' extensive preparation, there is always the fear that they will face a better team. And then, of course, there is the anxiety of being badly judged. Many times there is the sneaking suspicion that the person who was supposedly judging their last debate but kept looking out the window was not sufficiently qualified to make the correct decision.

If the stress does not get to debaters, the endless waiting in between debates inevitably does. Debate is not a punctual sport. Tournaments are constantly running behind, forcing debaters into endless and nerve-racking waiting. First, there is the long van or bus ride to the tournament, then the wait for the opening ceremony to begin, then the wait between actual rounds, and finally the wait for the awards ceremony to begin. Such periods of anticipation are a lesson in patience.

Fortunately, the advantages of debate far outweigh its disadvantages. Educationally, the constant acquisition of evidence teaches good research skills. It has been said that a debater leaves high school with research skills equivalent to those of a college senior. Constantly collecting evidence also acquaints debaters with current events. Policy debaters are on top of most political issues and become experts in world affairs.

Debate also teaches analytical thinking. Students learn how to come up with concise, yet strong, counter-arguments. Debaters, as many people know, can be very argumentative individuals, but the power to argue can be very advantageous. The analytical abilities gained also help tremendously in school.

If you are still questioning why anyone in his right mind would want to do debate, ask any debater. They are pretty easy to identify. Just listen for words like "counterplan," "topicality," or "ethic," or look for a twirling pen and a look of apprehension as the time draws closer to the next tournament.

The LHS Orchestra and Mixed Chorus finish their December 19 winter concert with a rousing rendition of the "Hallelujah Chorus." Photo by Ken Niu

Debaters Boast Strong Record

by Michael Antonucci

The Lexington High School Debate team has continued to excel this year. Both policy and Lincoln-Douglas debaters have turned in strong performances at tournaments across the nation.

Policy debaters this year are discussing the merits of expanding America's space exploration program. Varsity teams demonstrated their expertise at many major competitions. Seniors Jon Goldblatt and Brian Santucci have proved a particularly devastating duo, winning both the St. Mark's Heart of Texas Invitational, a large national tournament, and the Hendrick Hudson tournament in New York, a smaller but nearly as prestigious tournament. In recognition of their excellence, Goldblatt and Santucci have been invited to every major round-robin this year. Round-robins are acclaimed invitational competitions, attended by the most powerful teams in the nation.

The varsity team this year shows depth far beyond Goldblatt and Santucci's power, however. Nearly every team has reached elimination rounds at some tournament, and many have received speaker awards for individual excellence. Four teams are either fully or partially qualified to attend the Tournament of Champions at the end of the season. In a particularly outstanding achievement, sophomores Dan Marx and Josh "Suds" McCarthy shocked the national debate community by reaching the octa-final round of the senior-dominated, viciously competitive Bronx High School of Science tournament. "I'm more shocked than please. I never expected to do remotely this well," remarked Marx.

A crop of brilliant novices bodes well for the future of Lexington's policy program. Freshmen Yvonne Ou, Ariane Liazos, Kristina Post, and Kristen Mann closed out the final round of the novice division at both the Newburgh and University of Massachusetts tournaments. Marion Gross and Sam Rosenbaum, also freshmen, shone at the Hendrick Hudson tournament, reaching the final round. Gross received the first speaker award as well. Debate coach and instructor Leslie Phillips was delighted with the quality of this year's novices. "I haven't had an opportunity to work with such a smart, pleasant group of people for years. I only hope that next year's novices measure up." Kristina Post, expressing mixed feelings about the activity, reported that "Debate is fun, but I've lost the majority of my friends."

Leslie Philips says his debate team is "doing exceptionally well."
Musket File Photo

Lincoln-Douglas, traditionally overshadowed by policy debate at Lexington, is firmly establishing its own identity. Senior Anjan Mukherjee has significantly sped up this process with his overwhelming oratorical skills. In addition to consistently excelling at tournaments, "the Mook" has wrangled invitations to several of round-robins, including the broadly recognized Glenbrook round-robin in Illinois.

Commenting on the season thus far, Phillips said, "We're doing exceptionally well, with the potential to do even better. I just hope that funding problems and weird curriculum restructuring doesn't interfere with our development of that potential."

LABB Founder Riley Sorely Missed

by Angela Yin

Did anyone notice the flag at half-mast a month ago and wonder why? There was a story behind the lowering of the flag, but not many bothered to find out. The story is of the generous and dedicated Anita Riley, a strong leader and teacher of the Lexington, Arlington, Bedford, Burlington (LABB) Program situated in A-House, who recently passed away due to cancer.

Although Anita Riley was sixty-three years old, she was described by her co-workers and peers as "bubbly and cheery."

Bob Renna, the director of LABB, recalled, "For me, being director of the program, she was very much a mother figure, although she was my employee." Renna related, "She never gave up on working on any students, no matter how difficult they were. She felt that each student had a right to come to school and be educated."

One touching story he remembered is how Anita Riley took a student who had a very serious heart condition. Although Riley was very frightened that the student might have a fatal heart attack, she decided to work with the student in the classroom. When the boy had two heart attacks and died from the second one, Riley was right there at the hospital, comforting the parents' loss of their only child.

Though Riley did not have credentials or degrees specific to teaching special needs students, Renna commented, "They don't make teachers like her anymore." However, according to Renna, she gave the students a feeling that someone cared for them, and she treated them with the respect they needed.

Tom Riley, Riley's son and a graduate from the LHS class of 1978, became a LABB teacher at his mother's encouragement. While a student at LHS, he was in the program as a volunteer, but was hired five years ago as a teacher.

For a few years, Tom and his mother were able to work together. He recalled that she "referred to her students as her 'dearhearts.'" He observed that she was "very simple in her approach to how she taught. She taught through love. [She] thought that God gave her the ability and patience to be able to work with these kids...She really enjoyed her work and enjoyed the challenge."

> "She never gave up on working on any students, no matter how difficult they were. She felt that each student had a right to come to school and be educated."
>
> —LABB Director
> Bob Renna

Her sister-in-law, Lois Healey, a supervisor in LABB, described her as "a wonderful advocate for the students," and "fun as a friend." Marie Regan, also a staff member of LABB who worked with Riley, agreed, "She was a starring advocate for her students. She accepted all challenges and encouraged her students to accept challenges."

Tom Riley also remembered his mother as "loving to praise people and build confidence and self-esteem. She always had something good to say about everyone."

Healey recollected that Anita Riley held high expectations for the students and always felt the students should try something new. She explained, "[Riley] felt that people were doing a disservice to students if someone did something that [the students, themselves] could do." What she did, Healey exclaimed, "went beyond her job descriptions."

She was also involved with outside activities and fundraising events, including the annual LABB road race. Sometimes, she would take students to her home to teach them how to cook.

Cindy Malley, another of Riley's co-workers in LABB, remembered her as "bubbly all the time, yet professional [and loving." Malley continued, "[Riley] had the air of being in control, as well as being the wiser one. She was a classy woman and a meticulous teacher, but she was also the universal mother and everyone in the program felt taken under her wing." What she had, Malley explained, was a "very special combination" that made Riley well-respected and loved.

Indeed, the students felt a deep, abiding respect for her, never calling her anything but "Mrs. Riley," although they would use first names with the other teachers. Many of her past and current students attended the mass at St. Brigid's, and the church was filled with people she knew and loved.

Social Studies Department Head Mary Gillespie is in charge of an LHS-Soviet computer link.
Musket File Photo

Regan looked back on Riley as "a very enthusiastic teacher. She had a very joyful personality and brought a great deal of joy everyday." The need for her presence was great, as Renna explained, "I missed her so much [that] I asked her to work part-time up until a year ago." Renna noted in a sadder tone, "A part of the [LABB] program changed and passed away when she passed away. We need her now and always will."

He was pleased that Tom Riley is exhibiting the same dedication and talent as his mother in working with the students. He expressed hopes that her son would be as good a classroom teacher as she was. Yet, to Renna and others, no one, according to Malley, could "fill the void or carry on the caring and consideration she always displayed."

Anita Riley was one of the original molders of the LABB program. She was one of two teachers in the program when there were only fourteen students. In the past fourteen years, the LABB had grown to about 130 students. In the beginnings of the program, Healey recalled, "LABB and Anita Riley were synonymous."

Riley also fought to have the program moved from a home on Forest Street to a public high school, which happened to be LHS. Renna commented, "Without Anita Riley, there would be no LABB program."

Tom Riley explained that although much of the teaching philosophy for LABB had changed, she still liked to play the mother role. He said that Riley "learned to change with the times and learned new techniques, but she never lost her personal, loving touch." Malley noted that when Riley wanted to retire, "no one ever wanted her to go."

Renna was confident that Riley would be remembered the most through her work with LABB. He respectfully added, "The LABB program isn't me or anyone else; the LABB program was Anita Riley." Tom Riley believed the memory that will live is that she "really loved her students. She didn't do it because it was a job. She did it because she wanted to."

Jovial Security Man Maintains the Peace

by Jeremy Giller
and Young-Ho Yoon

His car may be black and his name White, but Alliance Security puts its trust in a colorful man to uphold the law at Lexington High School. Though school security officer Elmer White seems imposing when cruising the grounds, out of his car he is a pleasantly plump and jovial man. He speaks gently with a Southern accent, but Elmer White is not to be underestimated, for he is a man with a mission: to enforce the school parking and smoking regulations.

His duties include patrolling the parking lots, ensuring that all the cars have stickers on them and that no one is tampering with the cars, and preventing smoking on campus.

Common problems are "students' trying to park without decals [and] where they shouldn't park — in the faculty parking areas and behind the buildings — and their having to be constantly told to move on up to the end of Muzzey Street to smoke." Fortunately, White said, "'most all of the students have been cooperative, [though] there're some that, you know, if I catch 'em they say they're gonna take my job or 'You shouldn't be up here.'"

> "We got a couple running around here that want to be known as Heckles and Jeckles, but we got their names..."
>
> —School Security Officer
> Elmer White

The highlights of White's year thus far include "just seeing the majority of the students driving and getting their parking permits in a reasonable amount of time. And, they're parking in the parking lots. It's a lot better than it has been in the past." He noted that the number of violations has gone down from previous years.

Standard procedure for parking violations is an initial warning and then, on subsequent offenses, tickets. White explained, "I log every day whatever cars are issued a violation...It goes into [Assistant Principal for Student Affairs Larry] Robinson's computer. Once a week, he gives me a readout. I've got 'em from day one right up."

Every day, said White, "I'm in at 7:30 in the mornin' and go till 3:30 in the afternoon." He spends all his time "patrolling the school grounds and the buildings."

Though most of the smokers congregate on Muzzey Street during fair weather, on rainy days White has noticed "you're gonna find smoking, especially in the girls' bathroom....The guys just tend to get out and get in the car and take off and go somewhere or something like that.

"Sometimes I have a female assistant to patrol [the girls' bathrooms] for smokers. She comes maybe once or twice a month, sometimes not as often. It just depends on if we think we're gettin' a problem." One problem area is the G-House girls' bathroom.

An smoking-related issue that White feels the school should address is the new state ordinance that punishes smoking on public grounds. "Well, I think they should put a little more emphasis on this new law and stress more to the students that they should be off campus for smoking. If the town wanted to step in or if the school wanted to [enforce the ordinance], there's a $50 fine."

Though the school does not collect the fine, White is paid about $300 a week during the school year. Last summer, White recalled, "I worked at Walgreen's in Glendale Square in Everett. There, you're just looking for shoplifting and trying to prevent robberies."

White, a native of Alabama, moved to Malden in 1985 after serving 23 years in the U.S. Navy. While in the Navy, he traveled to the South Pacific, the South Pole, the North Atlantic, and the Caribbean.

LHS holds a different kind of interest for White, however. Uncooperative students are few and far between, but White must cope with them nevertheless. Laughing, he said, "We got a couple running around here that want to be known as Heckles and Jeckles, but we got their names...There's a few that refuse to tell me their names, though. When I get someone like that, I just start looking around and keeping an eye on them, and eventually I'll find out their name. I'll eventually catch up with them...I just go to the yearbook. When I find out who they are..."

But such incidents do not provide excitement for Elmer White. They are simply a disruption to his routine. Overall, he said, "I enjoy working here with the students, and it's a good experience."

Rising Computer Use

Continued from page 3

"frustrated" by computer problems. "It takes as much time to print out [an assignment] as to write it," she said.

Two years ago, the Senate passed a bill that allows students to use the computers in the library to play video games after school. Since then, there have been some complaints about the noise level of those using the computers for games. Junior Elena Proakis, whose brother George Proakis, a 1990 graduate, helped draft the bill, complained, "They're loud and disruptive. I can never get any work done."

Although most students use computers for word processing, computers are also used in other ways. Each physics lab is equipped with its own set of computers, used in conjunction with other equipment to conduct experiments. The science department as a whole has six computers set up on carts, which circulate throughout the building. Chemistry teacher David Olney regularly uses computers for class demonstrations, as well as for providing simulations in student labs.

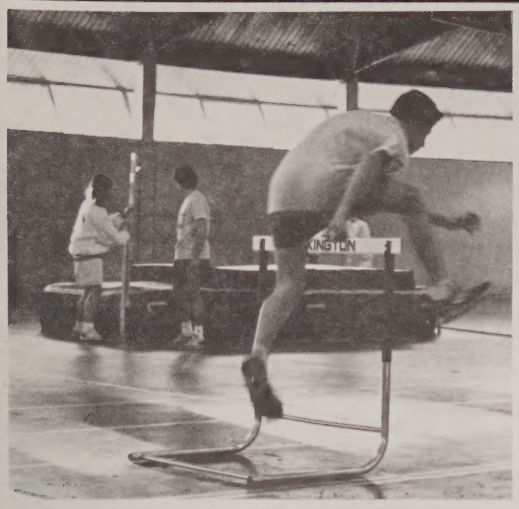
"Six years ago, no more than one or two teachers [at the high school] knew how to word process," said Olney. "Today, 95 percent know how."

Computers also provide a source of income for some students. For the past two years, juniors Greg Pitarys and Jeff Foster have been working part-time programming the school's mainframe computer. Said Pitarys, "[Computers] are definitely the future. Everyone should be able to use one."

Social Studies Department Head Mary Gillespie is now in the process of setting up a program that will link students at LHS to high school students in the Soviet Union. The program, offered by the Global Telecommunications Company, will allow students to communicate through a computer. A video screen will also allow the students to see their Russian counterparts.

Currently, the project is in operation at the Harrington Elementary School. The high school program will be connected through the same system that is now in use at Harrington.

Security officer Elmer White patrols the school in his Alliance Security van.
Photo by Ken Niu



Sophomore Dan Marx takes a flying leap over a hurdle in a recent boys' track practice. Photo by Matt Diamond

Boys' Track Runner-Up

Winning streak ends against league champ Reading; Lexington finishes in second place

by Dan Marx

The Lexington boys' track winning streak came to a halt on January 5, at the hands of Reading, by a score of 55 to 28. Head Coach Arthur Reed expressed disappointment: "We came out and tried hard, but we were beaten by a better team. Now we have to start looking to next year." There was a brighter side to Saturday morning when Lexington easily beat Watertown by a score of 77 to 8 in the tri-meet. Currently, the team sports a 7-1 record.

Against the strong Reading hurdlers, Lexington was not expected to get many points, and there were no surprises. The Reading hurdlers' impressive times pushed Jim Sheehy into third and Bing Chou out of point contention. However, Sheehy and Chou placed first and second against Watertown.

The dash against Reading came as a shock to Lexington, who was expected to come out ahead. Instead, Reading's dominance continued. Placing second, Ken Richards was the lone scorer against Reading. In contrast, against Watertown, Lexington was strong, with first and second going to Ken Richards and Colby Crogan.

The 600-yard run was a similar story. Reading showcased its depth as well as talent with excellent performances. Lexington picked up only three points against Reading with a second-place finish by Brad Gelling. Lexington's Gelling, Eric Losick, and Greg Weeks swept the event against Watertown.

The 300-yard run was one of the three events in which Lexington outran Reading. Chris Williams and Matt McCormack scored a total of six points for Lexington, taking first and third places. Lexington swept the 300 against Watertown, with Avi Shachter filling the number three spot.

In the 1000-yard run, Watertown surprised the competition, placing first in its race against Lexington. Bryan Williams and Young-Ho Yoon ran for places two and three against Watertown. Against Reading, only Bryan Williams scored, finishing third.

The one-mile and two-mile races were strong for Lexington in both meets. Against Watertown, Lexington swept both races with the help of Ed Single, Matt Lennox, and Tim Weaver in the one-mile, and Ted Fitzpatrick, Josh McCarthy, and Greg D'Agostino in the two-mile race. In the one-mile race against Reading, the team did not fare as well. Ed Single was the lone scorer, running for a strong first-place finish. In the deuce, Fitzpatrick took first place with an excellent run and McCarthy followed in third.

The field events produced mixed results. The high jump was the last of Lexington's winning events. Chris Williams and Gelling got the job done, acquiring six points for the team, with places one and three. Against Watertown, Williams and Gelling took the one and two spots. In the shot put, John Wichmann and Dave Frohman threw for first and second places in the Watertown meet, but unfortunately, Lexington did not get on the scoreboard against Reading.

By the time the relay was off and running, Reading had clinched a victory against both Lexington and Watertown. Reading beat out Lexington's team of McCormack, Williams, Gelling, and Single, but the victory was moot because the Minutemen were disqualified. Watertown did not enter a relay team.

Bad weather forced the rescheduling of the State Coaches' Invitational from January 12 to January 19, but Lexington's star runners fared well, and three of the four senior captains either won or placed in their events. Chris Williams raced to a second place in the 300, losing by only half a second. Ed Single ran a competive mile and finished second, one second behind the winner. Ted Fitzpatrick easily defeated all his competitors in the two-mile, outrunning his nearest opponent by over 15 seconds.

After defeating close competitors Stoneham and Woburn on January 15, the Lexington boys' tracksters will likely finish a respectable second in the Middlesex League and have to look to next year to capture the title.

Maids Confident

by Sara Fertitta

The girls' basketball team currently has a record of 4-8, with wins coming against Melrose and Winchester.

Senior co-captains Anne Quinn and Carol D'Antuono along with classmates Melissa Mills and Tammy Hadley lead the team this year. They are supported by a strong cast of juniors including Cathy Urban, Meredith Fantasia, Sam Coyne, Erin Fitzpatrick, Yolanda Scott and Martha Daileanes. Returning varsity player Karen Tracey is the lone sophomore on the team.

Freshmen Chris Vasaitis and Deanna Mellican provide depth at center and with more confidence and experience will be imposing forces for Lexington.

The Minutemaids succumbed to the Reading Rockets on January 4, losing 49-34. The Rockets outscored Lexington by just one point, 22-21, in the second half. Lexington narrowed the gap to 45-32 with two minutes remaining in the game, but Reading had built an insurmountable lead.

Tracey dominated Lexington's offense, scoring 12 points and dishing out several assists. Hadley prevailed on the defensive side, stopping Reading with steals and blocks. D'Antuono and Hadley each netted six points for the Maids.

In the first game of the new year, the Watertown Red Raiders defeated Lexington, 51-46. The two teams played neck and neck in the first half, with Watertown building a slight lead in the last three minutes of the half.

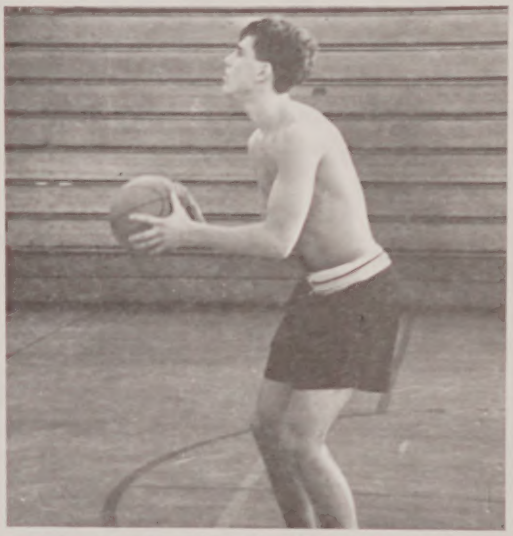
That lead was enough of a cushion for Watertown as the two teams played evenly in the second half, each scoring 28 points.

Urban led Lexington with 10 points, including a three-pointer with 19 seconds left in the game. D'Antuono added nine points for the Maids.

Lexington fell to Stoneham, 44-34, on January 8. The lead went back and forth for the first four minutes of the game but Stoneham used the remaining time to their advantage, outscoring the Maids 14-7 and finishing the half with a 20-13 edge.

"The key to our success is teamwork. We're going to keep the high intensity....All our shots are just going to go in," enthused Scott.

"Believe it or not, we're getting better. The second half [of the season] will be a different story," Coach Sandy Curt said after the Stoneham game.



A shirtless Brian Driscoll practises his free-throw shooting. Photo by Ken Niu

Budget Reactions

Continued from page 8

favorite courses might not be [available] to them next year."

Most students interviewed agreed that there is not a great understanding of the budget crisis among their peers. "I don't think people are well enough informed," said Stephenson. Umans added, "I think people have gotten so conditioned to hearing about budget crises that they don't think this one will affect them...even though it will, because it's on such a local level." Martha Thompson said that she didn't "think it's gotten to the point where people can be worried yet, because there aren't any visible changes."

Aravind Mani, a sophomore, commented, "I don't really know what it's going to affect too much. I think it's going to mostly affect teachers because they'll have to teach more classes... I guess that would decrease the quality of our education." Mani added, "Some of my friends will be more affected by it because they're taking classes that are likely to be cut, like airbrush or shop classes...I also think it would affect everyone if they change the schedule. I like the schedule the way it is." Sophomore Luca Struble agreed: "I don't know [how the budget cuts will affect me], because I don't know what they're going to cut yet. If they cut teachers I think that would be bad because then class size would increase."

Junior Senator James Kvaal appeared to be more informed of the budget situation than most students. "Class sizes are going to grow...I'm concerned that English teachers are going to have to teach 125 students," Kvaal said. "I feel that there have to be adverse effects on the quality of education at LHS. Where the hell did all the money go?"

In the end, the Lexington school system's budget crisis will probably have a severe effect on student life and education here at the High School. Most students appeared to be aware of the crisis, but few appeared to be well informed about it. Many expressed some concern, but few seemed genuinely worried about the future of their education. Only time will tell what effect the budget cuts will have on education at the High School, and, in the larger picture, what effect a less complete education will have on the lives of future LHS graduates.

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Boys' B-Ball Rebounds

by Eoin Cannon

The basketball season is back, and the Lexington Minutemen are once again vying for the Middlesex League crown. After a disappointing, sub-.500 season last year, the Minutemen have returned, led by a talented group of seniors and some promising underclassmen. The team currently boasts an 8-4 record, good for second in the league

The seniors are led by co-captains Louis Bullard and Matt Allen. Guard Bullard is back for his third year of varsity action, and once again is a mainstay of the Lexington backcourt, contributing with rebounds, steals, and assists in addition to his consistent scoring. Allen, at 6'4", is a key to the Minuteman inside game, but also runs well on the fast break.

Arguably the most talented player on the squad this year is senior Brad Martin. His hot shooting carries the offense, while his athleticism is key on defense. Martin plays mostly at shooting guard, but has spent some time at point guard. In addition to his ballhandling and shooting abilities, Martin is as strong as any forward in the league this year, and consequently is an effective rebounder.

Brian Driscoll is another versatile senior whose shooting ability, rebounding strength, and quickness have aided Lexington this year. He is one of several Minutemen who can play effectively at any position on the court.

Middlesex League soccer all-star George Landman is a defensive specialist for the basketball Minutemen. Landman's strengths are his quickness and hustle. He specializes in harassing opposing guards, while contributing to the fast break with his speed.

Bill Green is a big man who can come off the bench to play tough defense and pound the offensive boards. Rounding out the senior class is Erik Paxman, a hot-shooting forward who enjoys the fast break.

The junior class is led by center Craig Murray, a strong rebounder with a deft shooting touch near the basket. He returns for his second year on varstity as a starter or sixth man for the Minutemen.

Junior guards Charles Williams and Tom Scott have played some key minutes for the Minutemen this season. Williams is a great defensive player who can be a spark on offense with his track-team speed. Scott returns this year to lend his shooting skills and strength to the squad.

Jeff Samarjian is yet another player whose all-around talent and athleticism enable him to contribute in all areas of the Lexington game. He specializes in fast-break baskets and stealing the ball from unwary ball handlers.

John Bridges, a junior, serves as a leaper who adds excitement to the Minuteman offense and quickness to its pressure defense.

Sophomore Rashad Wilson leaves his position as football quarterback to, in effect, quarterback the basketball team at point guard for the second straight year. Wilson leads the offense with confidence, while his strength allows him to play tough defense and rebound at both ends of the court.

The one thing the almost every team member shares is athleticism. No plodding big men or out-of-shape shooters will grace the Lexington gymnasium. For this reason, perennial coach Bob Farias has installed a frenetic defense and an up-tempo offense that showcases the Minutemen's speed and quickness.

This high-paced style led the Minutemen to a 6-3 record at the halfway point in the sason, with signs of improvement at every stage.

The season began inauspiciously, with a loss at the home of the two-time defending league champ Melrose Red Raiders. The Minutemen have not been able to defeat Melrose since the last of Lexington's five consecutive league titles, in 1988. Melrose, favorites again this year, was led by guard Andy Lennon and 6'8" Mike Kostur in the 71-65 victory over the Minutemen.

Three junior varsity girls' basketball players watch the ball as it arcs towards the net in a practice game.

Photo by Matt Diamond

Lexington rebounded with three straight wins, asserting itself as a contender by beating Belmont and Wakefield, both strong squads.

The Minutemen have regained their once-unstoppable home dominance, posting a 5-1home record thus far. The have played consistently on the road, resulting in a 3-3 mark.

If Lexington is to capture the league title and advance in the State tournament this year, it will have to come through in the close games. The downfall of the Minutemen last year was a dearth of clutch performanes. With the parity in the Middlesex League this year, clutch performaces will be the key to determining the standings.

Girls on Track for League Title

by Bernadine Tsung

With only one more dual meet scheduled for the regular season, the girls' indoor track team is right on course for its sixth straight Middlesex League Championship. After decisively defeating Stoneham and Woburn in its most recent tri-meet, as well as long-time rival Reading and Watertown in the meet before that, the Minutemaids boast an 8-0 record.

Arthur Reed, head coach of the boys' team and hurdle and high jump coach, credits the girls' success to their being a "good, solid, all-around team." Head coach Arthur Dulong called this year's team "one of the most enjoyable groups" he has worked with.

This year, Lexington's success is reflected in the fact that many of this year's Middlesex League records are held by members of the Lexington team. Juniors Michelle Pavidis and Maria Berger hold the records for the longest shot-put throw and fastest two-mile run, at 33' 11 1/4" and 11:57.4, respectively.

Sophomore Lora Marzilli, who has been consistently beating her competitors since her freshman year, holds the year's record of 5.8 seconds in the 45-yard dash. Rounding out the group of record holders is sophomore Becky Dennison, who holds league bests of 5:13, 2:44.2, and 1:31.2 in the mile, the 1000-, and the 600-yard runs, respectively. Senior Shana Yansen has made her contribution to the team by being the league's second-best hurdler, and by consistently scoring in the high jump.

Lexington draws its strength from returning veterans Yansen, Concetta Marino, and quad-captains Sarah Hutchinson, Agnieszka Reiss, Angela Marino, and Latisha McQueen. While Concetta has dominated her 600-yard races, Angela Marino is always a tough competitor in the grueling two-mile event.

In the 300, Hutchinson and McQueen have thus far presented a virtually indefatigable pair. Reiss, a three-season varsity runner, remains undauntable, always placing in her distance events. Senior Jenny Lang and junior Bernadine Tsung return to score consistently in the hurdles, as does sophomore Jane Cargill in the dash.

This year the team is finding many of its points scored by newcomers. Sophomore Justine Oppenheim and junior Melissa Liazos have both scored in the 1000, while senior Petra Rydlova is a key competitor in the mile and two-mile runs as well as the shot-put.

Sophomores Jessica Williams and Carrie Granger are two others who often place in their events, the 600 or 1000 and the shot-put, respectively. Coach Phil Crosby expressed that he was "especially pleased" with the improvement of the newer shot-putters. He pointed out that they have improved significantly over the course of the past few weeks.

A considerable amount of talent has also come in with the freshman class. Said Dulong, "This is the best group of freshmen since this year's seniors were freshmen." Cara Attanucci and Natalie Berger have both run consistently well in the 1000, while Jen Geiger has scored twice in the mile event. Chloe Hill has made an impressive showing, running close behind Hutchinson in the 300.

> Many of this year's Middlesex League records are held by members of the Lexington team.

One of Lexington's tougher meets this year was against Belmont, which ended with a score of 57-31. The extra effort put into the meet by the Minutemaids was reflected in the final score, which was predicted to be much closer.

In the hurdle event, Yansen and Tsung took first and second place, respectively, with times of 7.0 and 7.5. The dash team of Marzilli, McQueen, and Cargill widened Lexington's lead by sweeping the 45. This was followed by a second sweep by Lexington in the shot-put.

In the shot, led by Pavidis, Rydlova and Granger, the team took first three places. Pavidis took first place with 30' 8 1/4". It was during this meet that the relay team of Marzilli, McQueen, Hutchinson and Dennison broke its season record with a time of 4:16.

The Reading team, which has traditionally played the role of Lexington's strongest competitor, was defeated in a meet in which Lexington's runners, jumpers, and throwers placed first in every event. The final score of the Reading meet was 62-26.

At the State Coaches' Invitational at Harvard University on January 19, the girls' track team had a good showing. Dennison won the thousand with a time 2:44, beating her league season record. Berger finished a strong sixth in the mile with another personal record of 5:27.9. The mile and two-mile relay teams also performed well, finishing second and third.

With only one league meet left, the track team is also preparing to participate in the Freshman/Sophomore meet at MIT, and the Northern Area Championships at Beverly High School on January 26. In February, the Minutemaids will test their strength at the State meets, which they won last year.

Lexington boys' 400-yard runners round the corner on the way to a victory against Belmont.

Photo by Ken Niu

Swimmers Off to a Strong Start

by Nigel Glover

The Lexington High School boys' swim team, the defending Middlesex League Champions, started its 1991 dual meet season with two wins over the Burlington Red Devils (100-82) and Reading's Rockets (93-76).

Against Burlington, seven of the nine individual events and one of the three relay events fell to the Minutemen. Against Reading, Lexington won seven of the eight individual events and two of the three relays.

With juniors Matt Cole, Robbie Egan, and Dave Murman, who also swim for private swim teams, dominating in their individual events and the combination of Cole, Egan, senior Nigel Glover, and Murman swamping their opponents in both the 200 Medley Relay and the 4 X100 freestyle relay, Lexington seems set for a season of success.

Although the team has lost many members to graduation, it gained freshmen Chris Tullman, Brian Smith, and Chuck Doerr, along with juniors Marc Goulston, Elbert Kuo, Colin Glover, Evan Kostorizos, Shubhang Mishra, and senior Sean Gnecco.

Co-captain Ethan Ehrenberg, the league's chief contender in the 100 breaststroke, set an astonishing time of 1:13.18.

Newcomer Gnecco won the 50 freestyle with an outstanding time of 25.92 seconds, establishing himself as chief contender in that event.

Mike Kennedy, a member of the Harvard Diving Club, is Lexington's primary diver and is expected to have an undefeated season. Divers who are expected to start competing soon include Oren Mael, Colin Glover, and Charles Doerr.

Once again, the Minutemen's biggest rival will be Winchester. Last year, the Sachems' only loss was to the Lexington Minutemen, and that by a mere two points.

Co-captains Ehrenberg and Conan Horn are both content with the progress of their team thus far. Their teammates and coach John Henriquez are looking forward to the rest of the season.